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ABSTRACT

The Girls' Education Unit (GEU) of the Basic Education Division of Ghana Education Service (GES) organized this Approaches for Advancing Girls' Education (AAGE) symposium to address the issues of girls' education, to construct a comprehensive picture of what interventions related to girls' education are currently being implemented, and identify who is involved. GEU organizers anticipated that the symposium would: alert participants to others engaged in similar projects and illustrate how their particular project fits into the broad picture; guide donor agencies to identify where and how resources will reap the greatest rewards; enable GEU/GES to identify well-served and under-served areas and the most fruitful directions to pursue; and enable GEU/GES to coordinate activities focusing on the girl-child so that the resources invested derive the greatest possible benefit. This report on the symposium is divided into four parts: (1) "Acronyms and Abbreviations"; (2) "Symposium Information and Activities" (Introduction and Background; Day-One Activities; Day-Two Activities; Closing Ceremony; Recommendations; Evaluation; Conclusion); (3) Descriptions of Projects Presented (Action Aid Ghana; Afram Plains Development Organization: Childscope; Alliance for Community Action on Female Education; Canadian Feed the Children: Basic Education in Takpo Circuit Programme; Catholic Relief Services: Education Support Programme; CARE Community School Alliance Project; Community School Alliances Project: Education Development Center, Inc.; CENSUDI Education Improvement Programme; Muslim Relief Association of Ghana, Educational Development Programme for the Ghanaian Muslim Community; Olinga Foundation for Human Development: Junior Youth Empowerment Programme; Strategies for Advancing Girls' Education: Academy for Educational Development; United Nations Children's Fund: Promotion of Girls' Education; World Food Programme: Assistance for Girls'

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Education in the Three Northern Savannah Regions; World University Service of Canada: Ghana Girls' Education Project); and (4) "Appendices" (Keynote Address, the Honorable Christine Churcher; GEU Overview, Mrs. Ewura-Abena Ahwoi; Sara Communications Initiative and Stepping Stones; Districts of Girl-Child Education Symposium Programmes; Girls' Education Network Contacts; Participants). (BT)

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Academy for Educational Development, Washington, DC.
USAID
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# Approaches for Advancing Girls' Education in Ghana

***A Symposium to Examine Current Practices & Identify Future Directions***

***June 25–26, 2001***

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**Organised by the Girls' Education Unit, Ghana Education Service, with support from UNICEF, WUSC, and the SAGE project**

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# Acronyms & Abbreviations

| | |
|---|---|
| AAG | Action Aid Ghana |
| AAGE | Approaches for Advancing Girls' Education (in Ghana) |
| APDO | Afram Plains Development Organisation |
| CBO | Community Based Organisation |
| CENSUDI | Centre for Sustainable Development Initiatives |
| CFTC | Canadian Feed the Children |
| CRDD | Curriculum Research and Development Division |
| CSA | Community School Alliance |
| CRS | Catholic Relief Services |
| DANNIDA | Danish Agency for Development Assistance |
| DEOC | District Education Oversight Committee |
| FAWE | Forum for African Women Educationalists |
| *f*CUBE | Free Compulsory Universal Basic Education |
| FINNIDA | Finnish International Development Agency |
| GES | Ghana Education Service |
| GEU | Girls' Education Unit |
| GEDSI | Ghana Education Service Development Institute |
| IEC | Information Education Communication |
| JICA | Japan International Co-Operation Agency |
| JSS | Junior Secondary School |
| M&E | Monitoring and Evaluation |
| MOE | Ministry of Education |
| MOH | Ministry of Health |
| MURAG | Muslim Relief Organisation of Ghana |
| NORAD | Norwegian International Development Agency |
| NGO | Non-Governmental Organisation |
| PRA/PLA | Participatory Rapid Assessment/Participatory Learning and Action |
| PTA | Parent Teacher Association |
| QUIPS | Quality Improvement in Primary Schools |
| R/DGEO | Regional & District Girls' Education Officers |
| SAGE | Strategies for Advancing Girls' Education |
| SCI | Sara Communication Initiative |
| SHEP | School Health Education Programme |
| SIDA | Swedish International Development Cooperation Agency |



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| | |
|---|---|
| SMC | School Management Committee |
| SSS | Senior Secondary Schools |
| STME | Science Technology and Mathematics Education |
| TED | Teacher Education Division |
| TLM | Teaching and Learning Materials |
| UN | United Nations |
| UNICEF | United Nations Children's Fund |
| USAID | United States Agency for International Development |
| WFP | World Food Programme |
| WUSC | World University Service of Canada |

# Introduction

The first national symposium of organisations involved in addressing the issues and challenges of girls' education in Ghana, took place June 25 and 26, 2001, at Ghana Education Service Development Institute (GESDI), Ajumako, Central Region. From the start, the participants' enthusiasm served as testimony that many are doing much to improve girls' education in Ghana. However participants also decried the previous lack of opportunity to share successes and learn from others, so that even before the symposium sessions had officially begun, participants were busily comparing notes and exchanging ideas. Thus GESDI proved an ideal facility for the initial AAGE Symposium.

***My vision is the same as the National Vision: All Ghana's girl-children—and their brothers—are healthy, attend safe, welcoming schools, are well-taught by qualified teachers who understand their needs, achieve according to their potential, graduate and become productive and contributing members of our nurturing society.***

***—Hon. Christine M. Churcher***

## Background of Girls' Education

In 1997, the Ministry of Education established the Girls' Education Unit (GEU) within the Basic Education Division of Ghana Education Service (GES). GEU was mandated to address issues related to ensuring that girls, who have lagged behind boys in education at all levels, go to school, remain in school and continue schooling at higher levels. Within the overall context of Ghana's educational reform policy, the Free Compulsory Universal Basic Education (*f*CUBE) Programme, the GEU identified a number of targets to be achieved by the year 2005. These include (1) increasing the enrolment rate of girls in Basic Education to equal that of boys; (2) reducing the dropout rate of girls in both Primary and Junior Secondary School; (3) increasing the transition rate of girls from Junior to Senior Secondary School; and (4) exposing as many girls as possible to Science Technology and Mathematics Education (STME) Clinics to encourage them to choose science as an elective at Senior Secondary School.

Since the establishment of GEU, its mandates and targets, the government of Ghana and development partners have invested increasing resources and energies into advancing girls' education, with interventions implemented at the national, regional, district and community levels. The recent appointment of a Minister of State specifically responsible for girls' education reinforces the government's commitment to continue this critical component of ongoing educational reforms. Current results are encouraging, but there is still much to do. Furthermore many are concerned that without co-ordination of efforts, we risk duplication and waste of costly, limited resources. Unless valuable lessons learnt are shared with others, we cannot ensure the best possible allocation of resources.

## Purpose of the Symposium

The AAGE Symposium was organised by GEU to address the issues outlined above and to construct a comprehensive picture of what interventions related to advancing girls' education are currently being implemented and who is involved. Organisations whose projects have a girl-child education component were invited to share their experiences.

GEU organisers anticipated that the symposium would:

- Alert participants to others engaged in similar projects
- Alert participants as to how their particular project fits into the broad picture
- Guide donor agencies to identify where and how resources will reap the greatest rewards
- Enable GEU/GES to identify well-served and under-served areas and the most fruitful directions to pursue
- Enable GEU/GES to coordinate activities focusing on the girl-child so that the resources invested derive the greatest possible benefit.

***My vision for girls in the next twenty years is to see more girls educated, because when girls are educated they affect their family and society positively. ...Girls should have access to more technical training and end up with a skill that people do not see as female activities, like industrial work, welding, electronics, and civil engineering. To overcome how society perceives women in such professions, role models should be used and...girls should be given career guidance and motivated by their parents.***

*—Professor Florence Dolphyne*

## Proposed Follow-up

As a critical follow-up, GEU committed to develop documentation which would not only provide an account of activities and deliberations of symposium participants but also include descriptions of the various projects and programmes presented. This documentation would provide information to help interested stakeholders network and collaborate. A further product of the symposium will be the articulation of a *National Vision and Strategic Plan for Girls' Education in Ghana*. This plan will be invaluable in helping GEU and its development partners decide which paths to pursue while working toward the goals of *f*CUBE for 2005, and beyond.

# Day-One Activities

## Opening and Keynote Address

Mr. Tetteh-Enyo, Director General Ag., Ghana Education Service, who chaired the opening ceremony, underlined the importance GES places on girl-child education. He expressed satisfaction that the government of Ghana has recognised the importance of girls' education in the appointment of a Minister of State for Primary, Secondary and Girl-Child Education— Ms. Christine Churcher, whom he then introduced as the keynote speaker.

*I would like to see girls know more about their bodies. I believe that if a girl knows her rights and knows how her body functions, she would be able to protect herself. I think that mechanisms should be put in place to support parents financially so that they can cater for their children well at home and through school.*

*—Dr. Mrs. Joana Nerquaye-Tetteh*

Ms. Churcher prefaced her remarks by quoting UN Secretary General Kofi Annan, "The key to all the locks that are keeping girls out of school—from poverty through inequality to conflict lies in basic education for all." She challenged symposium participants collectively to ensure that "The multi-faceted nature of the girls' education programme is holistic, co-ordinated and focused so that we can successfully develop this other half of our human capital." Ms. Churcher noted the historic nature of the AAGE Symposium. In addition to being her first opportunity to meet AAGE participants involved with girl-child education, the symposium would enable participants to develop formal networking and collaborating strategies and to foreground the needs identified by her Ministry and the GEU. The symposium would also help informed stakeholders to choose wisely those remedies to cure the still "ailing" girl-child and to decide when, where and how to apply them so that she grows into a healthy woman empowered for the future. Specifically, the symposium would point the way forward for the next four years—and beyond.

*I want to be a pharmacist to find drugs from local herbs to treat the diseases of women and children at a lesser cost than now.*

*—Abitha Yaa Simpi*

Ms. Churcher's commitment to the girl-child's future was evident not only in the words of her address but in the power and passion with which they were delivered. She acknowledged the interest and commitment of development partners, non-governmental organisations (NGOs) and community-based organisations (CBOs) that promote girls' education in diverse ways, but she recognised that while some progress has been made, much still remains to be done. Ms. Churcher pointed out the importance of Ghana as a nation knowing where we are now, where we are going and how to get there.

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***In the next ten years I want to see girls have access to education to the highest level. I would also like girls to be courageous in asserting [their rights] and be able to take actions without the hindrance of obnoxious traditions and customs against the child.***

*—Miss Victoria Natsu*

The Minister of State raised some critical questions. How can we work together and work harder to remove the constraints that prevent mothers and guardians from sending their daughters and wards to school? How can we collaborate to provide sound, secure, safe home and school environments to enable girls to take advantage of their opportunities for education? How can we learn from each other ways to involve the community and family in quality, non-formal learning approaches for girls who are prevented from attending school in a formal setting? How can we build bridges to allow these girls to access the formal system? How can we ensure that once girls are in school, the school will prepare them for life by developing relevant curricula and materials to emphasise both the life skills and academic training they need for the present and not-too-distant future?

In addition to these questions, Ms. Churcher identified several areas of felt need, not the least of which is the need to instil in our girls a hunger for education. She concluded her address by reiterating the present government's commitment to make the GEU an effective and efficient focal point of all girls' education programmes. (The full text of Ms. Churcher's keynote address is at Appendix 1.)

## Setting the Scene: The Girls' Education Unit

To provide a context for girls' education in Ghana, Mrs. Ewura-Abena Ahwoi, Head of GEU, presented an overview of the Girls' Education Unit—its development, organisation, mandate, current activities and future hopes. She pointed out how the GEU objectives fall within the three major components of *f*CUBE.

## GEU Objectives

- Increase national enrolment of girls in Primary Schools to equal that of boys by the year 2005, and to develop and maintain strategies aimed at ensuring the continuation of girls into Junior Secondary Schools.
- Reduce the dropout rate for girls in Primary Schools from 30% to 20% and of girls in Junior Secondary Schools from 21% to 15%.
- Increase the transition rate of girls from Junior to Senior Secondary Schools by 10% by the *f*CUBE Programme's end in 2005.
- Increase the participation of girls in science, mathematics and technology by improving the quality

***As I look into the future, I see a quickening of the pace of access, retention, participation and achievement for all of Ghana's children, particularly girls, at the Basic Level of the Education Ladder, the building blocks, the foundation for the future citadel of education.***

*—Mrs. Ewura-Abena Ahwoi*

of teaching and by enhancing the perception of these subjects. (This last objective has recently become the responsibility of the newly-formed Science Education Unit.)

These GEU objectives contribute to the following *f*CUBE goals of

- Improving the quality of teaching and learning
- Improving efficiency in management
- Increasing access to and participation in Basic Schools

In concluding, Mrs. Ahwoi gratefully acknowledged efforts of development partners working in girls' education and expressed the hope that this collaborative work would continue maximising positive results. (The full text of Mrs. Ahwoi's overview is at Appendix 2.)

***I would like to see girls rubbing shoulders with the boys in various classrooms. I think that good methodologies in teaching mathematics will help girls to be able to compete with the boys. In my class, on the average, girls perform better than boys do.***

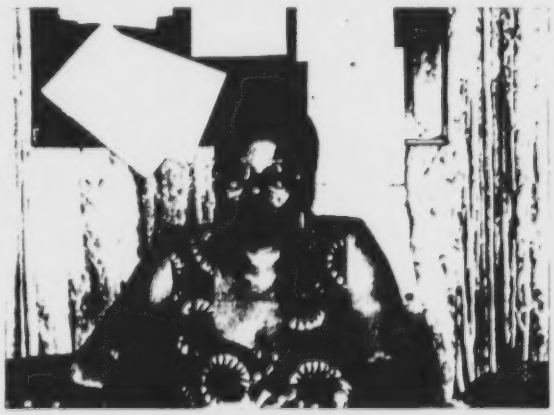
***—Miss Margaret Prepah***

## Girl-Child Education Projects Around Ghana

Day One of the symposium continued with presentations about the current approaches to girls' education in Ghana. Although participants are using different strategies to address girls' education, they concur on the reasons for its difficulty: poverty, traditional perceptions of women's role, and the school system's failure to provide a girl-friendly learning environment.

The presentations of participating organisations supplied an interesting mix of foci. While some organisations aim primarily to educate girls, many have mainstreamed girl-child concerns into initiatives focusing on a whole range of educational issues and challenges. Some address a broad scope of women's issues; others focus on children's rights and work directly with children. Many aim to empower communities to become active in the educational process, while still others centre their interventions on schools and teachers.

Symposium presentations were organised, informative and filled with illustrative concrete examples. Some surprisingly innovative strategies were described as responses to common problems. In one area, community and teachers together developed a code of conduct to increase teacher attendance and community support. Another community decided to monitor parents' commitment to ease the household burden on girls and provide study time



***To create the most conducive social, cultural, and economic environment for all girls in Ghana to attain the highest level of education and develop their potentials to the fullest.***

***—Elsie Menokpor***

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| Components of projects presented at the AAGE Symposium | Action Aid | Alliance | APDO (Childscope) | CARE | CFTC | CENSUDI | CSA | CRS | MURAG | Olinga | UNICEF | WFP | WUSC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NGO | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | | | ✔ | ✔ | | | ✔ |
| Mixed Focus | ✔ | | | ✔ | | ✔ | | | ✔ | | ✔ | | |
| Education focus | | | ✔ | | ✔ | | ✔ | ✔ | | ✔ | | | |
| Girls' Education Focus | | ✔ | | | | | | | | | | ✔ | ✔ |
| Early Childhood | | | ✔ | | | | | ✔ | ✔ | | | | |
| Basic Education | ✔ | ✔ | | | | | | | | | | | |
| Primary Education only | | | | | | | | ✔ | | | | ✔ | |
| Secondary Education | | ✔ | | | | ✔ | | | | | | | |
| Quality of Education | ✔ | | ✔ | ✔ | ✔ | | ✔ | | | | ✔ | | ✔ |
| Alternative Education Programmes | ✔ | | | | | ✔ | | | | | ✔ | | |
| Teacher training | ✔ | ✔ | ✔ | ✔ | ✔ | | ✔ | | ✔ | | ✔ | | ✔ |
| Training—volunteers/facilitator | ✔ | | | ✔ | | | ✔ | | | ✔ | ✔ | | |
| Links with GES | ✔ | | ✔ | ✔ | | | ✔ | ✔ | ✔ | | ✔ | ✔ | ✔ |
| Health Education | | | ✔ | ✔ | | | | | | ✔ | ✔ | | ✔ |
| Links with MOH/Dist. Health Unit | | | ✔ | | | | | | | | ✔ | | ✔ |
| HIV/AIDS | ✔ | ✔ | ✔ | | | ✔ | | | | | ✔ | | ✔ |
| Women's Rights/Gender | ✔ | | | | | ✔ | | | | | | | ✔ |
| Children's rights | | | ✔ | | | ✔ | | | | | ✔ | | ✔ |
| Work directly with children | | ✔ | ✔ | ✔ | | ✔ | | ✔ | | ✔ | ✔ | ✔ | |
| Work through local partners | ✔ | ✔ | | ✔ | | | | ✔ | | | | | |
| Capacity building—NGOs, CBOs | ✔ | ✔ | | ✔ | ✔ | | | | | | | | ✔ |
| Training—PTA/SMC/Community | ✔ | ✔ | ✔ | ✔ | | | ✔ | ✔ | | | ✔ | ✔ | ✔ |
| IEC/radio | ✔ | | | | | | ✔ | ✔ | | | ✔ | | |
| Popular education/drama | | | | | ✔ | | | | | | | | ✔ |
| School infrastructure support | ✔ | ✔ | ✔ | ✔ | | | | | ✔ | | | | |
| TLMs (develop/provide) | ✔ | | ✔ | | | | | | ✔ | | | | ✔ |
| Feeding | ✔ | | | | | | | ✔ | | | ✔ | ✔ | |
| Bicycles/motos | ✔ | | | | | | | | | | ✔ | ✔ | |
| Teacher ncentives | ✔ | | ✔ | | | | | | ✔ | | ✔ | | ✔ |
| Scholarships | ✔ | ✔ | | | | | | | ✔ | | ✔ | | ✔ |





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| Components of projects presented at the AAGE Symposium | Action Aid | Alliance | APDO (Childscope) | CARE | CFTC | CENSUDI | CSA | CRS | MURAG | Olinga | UNICEF | WFP | WUSC |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Financial support/school supplies | ✔ | ✔ | | | | ✔ | | | | | | | |
| Girls' Clubs | ✔ | ✔ | | | | ✔ | | | | ✔ | | | |
| STME/Quizzes | ✔ | ✔ | | | | | | | | | | | ✔ |
| Libraries | | ✔ | | | | | | | | ✔ | | | |
| Vacation lasses | | | | ✔ | | | | | | | ✔ | | ✔ |
| Vocational skill training | | | | ✔ | | | | | | ✔ | | | |
| Micro-credit programmes | | ✔ | | | | | | | | | | | ✔ |
| Role models | | ✔ | | | ✔ | | | | ✔ | | ✔ | | ✔ |
| M&E strategies identified | | ✔ | ✔ | | ✔ | | ✔ | ✔ | | | | ✔ | ✔ |
| Research | ✔ | ✔ | ✔ | | | | | | | | ✔ | | ✔ |
| Documentation available | ✔ | ✔ | ✔ | | | | ✔ | ✔ | | | ✔ | | |
| Advocacy | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | | | | ✔ | ✔ | | ✔ |

by organising a system of mentors. The mentors are local women who each "adopt" a small number of girls, meet with them regularly, and check with their families to be sure that the promised support for studying is indeed forthcoming.

Rapt attention to the presentations testified to participants' high level of interest. The matrix below, titled "Girls' Education Programmes in Ghana," summarises key components of each programme presented. These components relate to specific, girl-child strategies identified in written accounts provided by the organisations. (A concise account of each programme appears in Part 2 of this document.)

***In the next ten or twenty years I would like to see girls involved in more brainwork. All girls should have access to some level of formal education before settling down to do any form of job to earn a living. I think they need some form of education to function well in these professions. ...I think that methodologies of teaching, such as playing and learning at the same time, rewarding children according to their capabilities, and encouraging girls to learn in groups can help them improve their performance.***

***—Carlien D. Bou Chedid***

## Introducing the Sara Communication Initiative

Day One also featured the informal introduction of "Sara" to Ghana. Sara is the central character in a series of materials—videos, comic books and other teaching/learning materials—designed to spread positive messages about girl-child education. Sara experiences numerous adventures as she faces the challenges of a young girl in contemporary Africa. Developed and field-tested by UNICEF, the series is already partially adapted for use in Ghana. (More information about the Sara Communication Initiative is included at Appendix 3.)

## Mapping Girl-Child Education in Ghana

While many are conducting girl-child activities around the country, many are also unaware of who else is doing what—and where. To address this issue, participants indicated districts where their programmes are active by posting numbered, coloured stickers on a map of Ghana. Attendees responded enthusiastically to this process, but as more and more dots appeared on the map, two difficulties emerged. First, people working in adjacent areas often had no idea that others were involved in similar projects. Second, the proliferation of dots in some geographic areas and their absence in others demonstrated clearly that some areas of Ghana are well served while others have little, if any, support.

The map of educational programmes from the symposium is included at the beginning of this document. While it captures the situation during the first AAGE Symposium, it also illustrates what happens when there is little overall planning and co-ordination. (A detailed list of the districts where participants' programmes are operating is at Appendix 4.) The Day One presentations stimulated much thought and discussion. They described innovative approaches to alleviating the difficulties of girls' access to and participation in schooling. Symposium attendees reached clear consensus about what the problems are, and they strongly committed to continue solving the problems collaboratively.

# Day-Two Activities

***Girls should not be subjected to inhuman treatment, and they should be at par with their male counterparts. Girls should also take jobs that have been considered as "men's jobs" for a long time now. ...If all stakeholders play their roles well to improve upon girl-child education, the status of the girl will improve.***

*—Araba Otuwa*

From the Day One presentations and discussions, participants identified critical issues, from which emerged questions for deliberation on Day Two: (1) What are the *most* critical issues? (2) How can GEU/GES and development partners work more closely? (3) What strategies will move girls' education forward over the next four years—and beyond—as the *f*CUBE goals and the GEU objectives are accomplished?

Participants, randomly assigned to a Work Group focusing on one of the five themes incorporating GEU objectives, developed creative strategies for learning from current experience the best paths for girls' education. Animated discussion followed each Work Group's Plenary Session presentation, and discussion contributions have been integrated into the summaries that follow. The active participation of the Minister of State, the Assistant Director of GES and the Director of Basic Education Division enabled symposium participants by clarifying official policy and adding richness to the discussions.

## The Themes (Incorporating GEU Objectives)

1. How do we increase national enrolment of girls in Primary Schools to equal that of boys by the year 2005? How do we develop and maintain strategies aimed at ensuring girls' academic achievement and continuation into Junior Secondary Schools?
2. How do we reduce the dropout rate for girls in Primary and Junior Secondary Schools and increase the transition rate from Junior to Senior Secondary Schools by the end of the *f*CUBE programme and beyond?
3. How do we incorporate emerging issues like HIV/AIDS, early childhood education, guidance and counselling, health and nutrition into girl-child education?
4. How do we create mechanisms to ensure collaboration among partners? What should be the relationship between GEU and development partners? How can this relationship be maintained and strengthened?

***Emphasis should be placed on educating girls so that they can assist in reducing social vices and immoral acts such as rape and sexual harassment of girls and women.***

*—Nana Akua Twumwaa Ampratwum*

*I will like to see girls performing as well as the boys are doing. I think the real causes of low performance of girls should be looked at. There is something missing in the equation. If girls are given the same opportunity as boys, they can compete with them.*

*—Emma Gyamera*

5. How do we increase the involvement of girls' themselves in the development process? How can girls' be motivated to "hunger for education"?

In addition to being assigned a theme, Work Groups were provided with questions to serve as starting points for exploring the theme as thoroughly as possible. They were also urged to go beyond the starting points, letting their collective creativity chart their course.

## Starting Points for Work Groups' Exploration of Themes

- What are the issues, challenges and needs involved?
- Who identifies them and how?
- How can programmes be responsive to needs?
- Who are the stakeholders? How can they be identified?
- What are the priorities to be addressed?
- How can stakeholders be involved?
- How can resources be identified and mobilised?
- What leadership roles and responsibilities are foreseen?
- What must be changed? What should be preserved?
- What institutional capacity building is needed?
- How can interventions be effectively monitored and evaluated?
- How can results be measured? How should results be used?
- How can decision-making be influenced by results?
- How can we enhance the capacities of girls (and women) to improve their lives, access resources and assistance, participate effectively in decision-making and partnerships, hold organisations and leaders to account, and sustain success?
- How can we impact legislative and regulatory frameworks, social and educational sector policies, institutional frameworks and decision-making processes, and management systems so that they are efficient, transparent, and accountable?

Next, the Work Groups were to identify strategies to move girl-child education toward the ideal. They were to keep in mind the very practical challenges of how collaboration can be encouraged, how organisations should go about developing partnerships, how identified needs can be matched to resources, and most significant, how replicability and sustainability can be achieved.

Finally, Work Groups were invited to propose specific recommendations—to GEU/GES, to an organisation, and/or to civil society—in short, to any entity that could improve girls' lives and education. The Work Groups laboured all morning on this daunting task, but had more time been available they would have willingly continued.

## Plenary Session: Reports from Work Groups

*Report on Theme One*

*How do we increase national enrolment of girls in Primary Schools to equal that of boys by the year 2005? How do we develop and maintain strategies aimed at ensuring girls' academic achievement and continuation into Junior Secondary Schools?*

Since each Work Group approached the task differently, their reports to the Plenary Session differ. The Theme One Work Group considered each dimension separately and proposed the actions below.

*Increasing Enrolment*

- National and local Information, Education and Communication (IEC) campaigns could increase understanding of the factors underlying girls' education and of its importance at both national and individual levels. Coverage of activities, for instance Girls' Education Week or STME Clinics, raises the profile of girls' education.
- The IEC campaign would be reinforced by community-based activities, for instance women going from house to house to check that parents are following through on promises to reduce girls' household work and provide study time.
- Gender sensitisation is critical for people to understand why so much attention must be paid to girls' education.
- Exposing children to female role models—local achievers, women in the district who have met success in their chosen field of endeavour—will open the children's minds to the idea that more is possible.
- Feeding programmes are a humanitarian response to hungry children. To be an effective educational intervention such activities must link nutrition with learning in the thinking of educators, parents and children.
- Providing school supplies helps keep children in school.
- Income generation activities for mothers of girls can help offset some of the costs associated with education.
- Incentives for girls based on performance rather than on mere attendance will promote attendance *and* achievement.

***Library facilities and other facilities should be provided so that girls will not be idling around but would rather attend programs and read books which will occupy them. This will include education in general. As a journalist, I feel that journalism is interesting and challenging, and I will encourage girls who will like to enter into this profession to educate themselves in all subject areas.***

***—Mrs. Loretta Vanderpuye***

***My vision is to study hard and become a medical doctor to help save lives of people, especially women. I will also help encourage people in my community to send their daughters to school.***

***—Sena Yayra Kpornyo***

*Increasing Retention*

- Strengthen communities (PTA, SMC) by helping them develop an assessment capability to influence issues like attendance (teacher and pupil) and school infrastructure.
- GEU/GES lobby other departments to incorporate gender equity into poverty reduction strategies and form links with District Development Officers.
- Involve media and use community mentors to follow up on education campaigns.
- NGOs address the increase of linkages between communities and financial services.
- Provide girls with counselling and decision-making skills by using a civic education approach through youth clubs, mentoring programmes, and other agencies.
- Inform girls about menstruation and provide sanitary supplies for needy girls, assuming that then they may be less likely to drop out.
- Promote IEC with communities to reduce barriers to girls' education.
- Re-organise school schedules to allow time for essential work, for instance water carrying, to be completed outside school hours.
- Help parents learn to re-schedule their needs, for instance to have girls *and* boys gather firewood *after* school.

***Most girls in the school do not know their rights, and it is affecting their education. I will like to see girls knowing their rights. Governments should also enforce the rights of children right down from the national level to the community level. This is because when children do no know their rights they are abused and forced into child labour.***

***—Elizabeth Opoku-Darko***

***My vision is that emphasis should be placed on educating Ghanaian girls... [so as] to bring about positive change in the development of the country. I would like to be a teacher and a role model for other girls to emulate towards the attainment of their academic aspirations.***

***—Benedicta Sefa Amuzu***

*Increasing Achievement*

- Strengthen teacher training in gender equitable approaches in the classroom both in pre-service and in-service training.
- Ensure the use of gender equitable curriculum and teaching/learning materials.
- Introduce and maintain children's rights and equity in classrooms and schools.
- Strengthen teachers' commitment and responsibility to students directly through training and indirectly through incentives, such as promotion based on excellence.
- Build capacity of SMC/PTA/DEOC (District Education Oversight Committee) for effective monitoring and evaluation of schools and co-ordination of Headteachers and Circuit Supervisors.

*Building in Sustainability*

- Co-ordinate effectively between communities and GES.
- Develop Professional Learning Communities to focus on assessment systems and other pedagogical skills.
- Mainstream good practices identified by GEU/ GES.
- Provide capacity building for SMC/PTA in school management.
- Develop measurable performance indicators (SMART [Sustainable, measurable, attainable, replicable and time bound]) and make them known and available for use.
- Promote participatory decision-making.
- Involve community members in capacity building.

Finally, the Theme One Work Group concluded that parents must accept that their *children need to attend school and that political courage is needed to effect change.*

***My vision for the girl-child is an assured access, retention, and active performance in education through advocacy, programme communication, and social mobilisation at the basic level. This would be achieved through a conclusive teaching and learning atmosphere and through the provision of equal social and economic opportunities.***

***—Rose Amadu***

***Report on Theme Two***

*How do we reduce the dropout rate for girls in Primary School and Junior Secondary Schools and increase the transition rate from Junior Secondary Schools (JSS) to Senior Secondary Schools (SSS) by the end of the fCUBE programme and beyond?*

The Theme Two Work Group considered causes of dropping out in Primary and Junior Secondary School. These causes are several and complex. First, causative factors in the home may include engagement in economic activities, lack of parental care, too many household chores, and broken homes. Second, traditional and/or societal factors include fostering, early marriage, the status of girls and women, and the perceived role of women in society. Factors for the child include peer influence and lack of interest in school. Last, school factors may include the distance from home to school, an unfriendly school environment, poor teaching methods, harassment and/or abuse, teachers' attitudes, the lack of role models, and low achievement rates. The Work Group suggested the following strategies to address each of the factors contributing to the drop-out rate:

*Home*

- Sensitise and counsel communities on the importance of girls' education.
- Develop contracts between communities and teachers, indicating what each group expects from the other.
- Empower SMC/PTA by providing training and experience on roles and responsibilities.

- Provide school lunch programmes, especially in deprived areas.
- Encourage parents to provide for their children's basic needs.
- Link parents with micro-credit and income-generating activities.
- Sanction recalcitrant parents—involve District Assemblies and community leaders.

*Traditional/Societal*

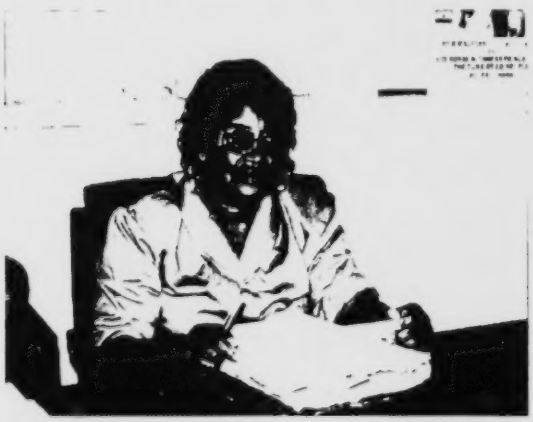
- Enforce child protection laws.
- Educate the community, especially elders, about the existence and content of child protection laws.
- Educate children on their rights through media, clubs, etc.
- Sensitise communities and their leaders about the effects of fostering on girls.
- Create and use a pool of appropriate role models—local women who have achieved.
- Initiate programmes to discourage early marriages.
- Establish pre-schools to help address the issue of girls staying at home to care for younger siblings.
- Encourage adoption of labour-saving methods for girls' chores.

***I envisage that more girls will be empowered as a result of the education they receive to be encouraged to go into job areas that have all the time been considered to be for men.***

***—Comfort Amoah***

*Child*

- Motivate girls to perform and excel.
- Encourage brilliant girls to serve as mentors for low achievers.



***As someone coming from a family of mainly girls...I think it is my duty and responsibility to help promote girl-child education wherever I find myself. The girl-child should be treated with tender loving care and should not be compared to anybody, not even her sibling. Let her know she is special, and once she believes in herself, the sky will be her limit.***

***—Ms. Lydia Osei***

- Introduce programmes to improve girls' self-esteem.
- Form girls' clubs.
- Adopt flexible school hours to accommodate the real labour needs of families.
- Introduce practical vocational skills, e.g., bee-keeping.
- Provide scholarships and/or basic needs for promising but needy girls.

*School*

- Build feeder schools, that is, small P1 – P3 schools in communities where the nearest primary school is too far for small children to walk.
- Provide bicycles for girls who commute long distances to school.
- Consider and support alternative education systems, e.g., School for Life, Shepherd Schools.

- Make schools girl-friendly by providing gender sensitive water and sanitation facilities, appropriate desks and chairs, recreational facilities, etc.
- Revitalise disciplinary committees to enforce measures to prevent abuse and/or harassment.
- Encourage moral and family-life education for children, teachers and parents.
- Sensitise GES officials and teachers on gender issues and the rights of girls.
- Establish community-based female mentors to assist and/or supervise children's studies.
- Motivate teachers to serve as role models and to accept postings to rural areas.

***It has never occurred to me that there should be a difference between girls and boys education considering the ability of girls. This is why our two daughters (and myself) have been educated to the master's degree level just like their brothers. ...I have made available at my school role models, changed parents' attitudes by bringing to their notice these role models, and motivated girls to believe in themselves and believe that what boys can do they can do as well—and even better.***

*—Mrs. Vida Dzobo*

To implement their strategies, the Theme Two Work Group identified the tools of drama, PRA/PLA, workshops, durbars, media, and house-to-house visits. On the issue of increasing the transition of girls from JSS to SSS, the Work Group suggested providing guidance, counselling, and scholarships to girls as well as adopting flexible schedules for fee payment. STME Clinics should continue to be organised, and more remedial programs for girls in all subjects should be added. Finally, more Senior Secondary Schools for girls, especially in the northern and other deprived regions, should be established.

After this Work Group's report followed a lively discussion focusing on the issue of teachers who defile schoolgirls. Participants expressed concern that community residents are reluctant to identify perpetrators because they fear backlash if the teacher is from the community. They also fear that once the teacher is dismissed, no replacement will be provided.

Participants agreed that the laws concerning the criminal nature of the issue (Article 554, 1998 Amendments to the Criminal Code) are largely unknown, as are individual rights provided by the Ghanaian Constitution and 1998 Children's Act. Since as outsiders NGO personnel are often told about sexual abuse, symposium participants pleaded for guidelines on how to proceed. They agreed that the development of clear procedures to follow in cases of sexual abuse is urgent and that those procedures must be distributed to all persons involved in education.

Mr. Budu-Smith, Assistant Director, GES, stated clearly that teachers involved in sexual abuse are subject to dismissal. Simply transferring the teacher to another school is *not* an acceptable response. Mr. Budu-Smith informed participants that the District Director has the responsibility of referring all cases of sexual abuse to GES Headquarters for investigation. He stressed the need for GES to follow all the steps involved in according an accused teacher due process of the law so as to avoid mistakes which could, in the long run, damage the case.

***The national vision should be an educational policy where there is no marked or obvious gender differences, such that people just ask for efficient and effective personnel rather than gender influence.***

***—Mrs. Christina Sobotie***

***Report on Theme Three***

*How do we incorporate emerging issues like HIV/AIDS, early childhood education, guidance and counselling, health and nutrition into girl-child education?*

The Theme Three Work Group agreed that while all the issues identified in the theme were important, those related to health, and in particular HIV/AIDS, were most urgent. They therefore focussed their attention on HIV/AIDS and began their report by identifying the major contributing issues.

- Children are more sexually active at an earlier age than in the past.
- Girls are more at risk than boys.
- Access to information is inadequate and misinformation abounds.
- Sexual issues are not publicly discussed.
- Information about nutrition and its relationship to health is inadequate.
- Health facilities do not exist in most communities.
- Knowledge about disease prevention and use of safe water is inadequate.
- Rape and sexual abuse are coming to the fore increasingly frequently.
- Acting quickly is crucial.

Stakeholders in health issues can be identified by community members as well as at district, regional and national levels. In general, the best method for involving stakeholders is through active and well planned collaboration. The Work Group identified the following as those who should play an active role:

- PTA/SMCs
- Teachers
- Girls and boys themselves
- R/D GEOs and R/D STMEOs
- School Health Officers
- Circuit Supervisors
- District Health Management Teams
- Community facilitators
- Herbalists
- Drug peddlers

***Parents should be educated to enable them to know that girls have the same potential as boys and can excel in all spheres of life, even as the president of the nation, when given the chance.***

***—Mrs. Theodosia Jackson***

- CRDD/Teacher Education Division/GEU/ SHEP/ District Assemblies
- Religious organisations/NGOs/CBOs/Development Partners
- Traditional leaders (Queen Mothers)

***Our vision is to create an enabling environment that would produce a well developed and an educated girl-child through a conducive teaching and learning atmosphere; promoted by the provision of equal social and economic opportunities through advocacy, social mobilisation, and an effective programme communication strategy.***

*—Lawrencia Azure*

In identifying resources, participants called for a governmental commitment to appropriate resource allocation as a starting point, that is, taxes should be contributed to prevention and intervention programmes. Other sources include District Assembly, Ministry of Education, Ministry of Health and other government levels. In addition NGOs, development partners, religious organisations and philanthropists are all resources, and the Work Group pointed out the need for a document to identify who currently supports what. Leadership in advocating for funding and budget allocation was seen to reside with a number of political personages, notably the Minister of State for Primary, Secondary and Girls' Education and the Ministers for Women's Affairs, Employment and Social Welfare, Local Government, and Health. A strong relationship between the District Assembly and the District Education Office is critical as each has different resources which can be greater that the sum of the parts. It was further suggested that the Head of State initiate a campaign comparable, in terms of resources and energies invested, to his 2000 election campaign, and the issue was also seen as an excellent cause for the First Lady to adopt.

Next, the Theme Three Work Group considered how programmes can respond to needs. Strategies included the following:

- Integration of HIV/AIDS and health and nutrition education into school programmes
- Capacity building for all stakeholders
- IEC campaigns—using media interventions
- Advocacy and awareness creation
- Development of Action Plans with clearly identified objectives, activities, follow-up and evaluation
- Declaration of HIV/AIDS as a national disaster
- Collaborative planning, monitoring and evaluation

The Work Group then identified social areas in need of change as well as those in need of preservation. Areas for "must change" were behaviour and attitudes about sexuality, including the public's attitude toward and stigmatisation of HIV/AIDS victims. The culture of silence concerning sexuality must be broken, and issues of human rights must be reviewed and publicised. Areas for preservation include provision of adequate knowledge and constant education, family support for sick people, and the support of development partners.

An effective approach to these critical issues requires ongoing monitoring and evaluation. This includes getting good baseline information on HIV/AIDS, using Knowledge Attitudes and Practices (KAP) surveys, and making reports of information universally available.

To enhance the capacities of girls and women life skills, education, financial empowerment, knowledge of basic human rights and problem-solving techniques were considered critical. Girls could be made aware of these issues through venues like co-operatives and girls' clubs.

The Theme Three Work Group concluded by asserting that girls' and women's involvement in decision-making is critical for their empowerment. Girls must be encouraged and trained to become leaders. They must have knowledge of rights and know how to access services. For instance accounting and business management skills could well equip women to become involved in societal decision-making. Finally, women must be encouraged to launch protests and make demands.

***A value-packed, multi-disciplinary curriculum promoted through an integrated programme communication or partnership. Providing the girl-child equal teaching and learning opportunities in girl-friendly school and home environments to empower the girl-child for national development.***

***—Florence E. Bobi***

### *Report on Theme Four*

*How do we create mechanisms to ensure collaboration among partners? What should be the relationship between GEU and development partners? How can this relationship be maintained and strengthened?*

The Theme Four Work Group began by addressing the basic question: Why collaborate? Their answer suggests that collaboration is critical to avoid duplication, promote complementarity and replicability of good programmes and projects, guide redirection of interventions, and facilitate identification of capacity. Mechanisms to support collaboration should include sharing information through meetings, e-mail networking, newsletters and reports; establishing a resource centre mandated to disseminate information and facilitate the sharing of tools; and creation of appropriate regional and district fora to develop action plans among partners.

***So many diseases kill women and children in Ghana, so I want to be a medical doctor to see to their health needs.***

***—Sroeda Aheto-Tsegah***

*GEU's Role*

The Work Group thought that GEU should facilitate rather than directly implement. Thus, GEU's major role should be to create an enabling environment through policy guidelines (similar to those set by the water sector) for development partners and all projects. GEU should set annual targets, monitor projects and report results. GEU should report on all girl-child related activities, not just its own; this necessitates regular reports from all partners to GEU. Lastly, GEU should continue its training of trainers function.

***Empower the girl-child through education to attain her potential so that she will impact positively on society.***

***—Mrs. Sarah Wilson***

Participants pointed out that in order to promote collaboration, partners should recognise GEU's co-ordinating function, respect its leadership and co-operate with it. Further, concern was expressed that GEU must also collaborate closely with other GES Divisions and develop mechanisms to ensure continued collaboration. Overall collaboration will empower GEU by increasing access to resources dedicated to improving girl-child education.

*GEU's Relationship with Partners*

The Theme Four Work Group felt that the details of GEU's working relationship with the development partners were beyond the scope of the symposium discussion. Instead, they proposed the initiation of a technical work group tasked with determining the modalities of the GEU-partner relationship, that is, a framework for collaboration. Within five months, this work group should call a meeting for partners to consider collaborative paths for girls' education and to plan anew after the mid-term review of fCUBE. In addition, the work group should create a reporting format for a database to track girls' education interventions.

*Challenges to Collaboration*

This Work Group recognised two certain challenges to collaboration: management of different policy environments and conditionalities of donors and NGOs. Development partners work within possibly contradictory contexts, i.e., the needs of Ghana and the policies of their particular organisations. Where these contexts seem contradictory, critical examination can facilitate decisions that best address girls' education needs. Sustainability requires the ongoing commitment of money and time. Since most projects have time limits, central co-ordination of all interventions would help new interventions build on those that have concluded.

***Report on Theme Five***

*How do we increase the participation of girls' themselves in the development process? How can a "hunger for education" be generated in them?*

The Theme Five Work Group grappled with the challenge of how to include the most important stakeholders of all—the children, especially the girls. Every child, regardless of age, whether in school or not, should be involved to the greatest extent possible in identifying the issues and in decision-making when the results of those decisions relate directly to them. During the development process, children must be able to voice their ideas and act in ways that benefit them.

***I want to break the myth that women cannot do men's jobs, so I want to be an army officer and also to defend my country against coups that affect women and children.***

***—Princess Sedem Quame***

***A well trained girl-child, motivated for the upkeep of herself and for the development of the nation.***

***—Hajia Memun Mahama***

Encouraging discussion with and among children challenges the adults involved. Planning does not usually include children—adults assume they speak adequately on children's behalf. Girls especially are often left out of the discussion. But before children will speak out, they must trust adults, and they need to know that someone is listening and will respond to their needs as they voice them. In other words, children must be equipped for seeing themselves as stakeholders; they must be informed of their rights and the responsibilities that go with those rights.

To build capacity for children to see themselves as stakeholders, the Work Group emphasised pro-actively designing social structures so that children have a voice. The first step is for adults to go where the children are—to the schools, the communities, the streets. Next, adults must disseminate information to children and encourage them to speak. Through activities like PLA/PRA, children and adults can build listening capacity together and learn that boys and girls have a lot to say. Tools like the Sara Communication Initiative (UNICEF) and Stepping Stones (ActionAid) are excellent strategies for providing situations which give children a voice and inviting them to respond to issues which touch their lives. (Information about these programmes is at Appendix 3). Popular education approaches, for example songs, drama, poetry, and puppetry, are ideal for empowering children. Establishing study groups in which life skills, assertiveness training and debating skills are promoted will also equip girls to voice their ideas.

Teacher training is also a good starting point because teachers have the greatest access to children and vice versa. The Work Group suggested that teachers be sensitised and then trained to enable children's participation. Teachers must also be empowered as conscious role models, specifically through training for leadership. When a serious teacher shortage prevents these strategies, programmes which provide training and support for volunteers can help address the deficiency.

Communities also need to be sensitised and involved. To what extent do the people feel ownership and responsibility for their schools? Do they support their teachers? If not, some social structure must be developed to encourage their interest and active support. Increasing teacher supervision and support in the community was considered a more productive approach than raising standards to make access to training college more difficult. Providing communities with the capacity to monitor their schools, i.e., developing a code of conduct contract between teachers and communities would do much to improve education; it would also foster mutual understanding and respect between community members and teachers. Most importantly, both community members and teachers can learn to listen actively when children speak.

***I want so much to be a lawyer in the future. Each passing moment, I think of how, with such a career, I can help my country. In our day and time, crime increasingly takes place in our societies. It is really painful to acknowledge the fact that most of the victims of such crimes are women and children.***

***—Beracah Quame***

Other social structures, including policy making organisations and District Assemblies, should also be sensitised to listen actively. The Work Group felt that GEU plays a highly significant role in harmonising the activities of stakeholders and ensuring that all interventions recognise and include girls in all stages of planning, implementation, monitoring and evaluation. Thus GEU should position itself to identify gaps or areas that lack development workers' attention, link similar efforts, and act as a constant reminder that girls must have a voice.

In summing up this portion of Theme Five, the members of the Work Group emphasised that *open spaces where children feel safe and free to speak must be created and that adults must learn to listen to children.*

***A girl-child that would be well exposed and motivated, given the requisite training to enable her to live a socially responsible life, to contribute socially and economically for the development of herself, her community, and the country at large.***

***—Alice Amanki Attah***

## Motivating Hunger for Education

The challenge put by Ms. Churcher, the Minister of State, was the final topic explored by the Theme Five Work Group. In her keynote address, she asked how we can generate in our girls a hunger for education. Children come into the world equipped with curiosity and a desire to learn. How can we as society nurture and encourage that desire instead of systematically destroying it, as so often is the case? If we want girls to love learning, to hunger for education, we must start by making schools places where they feel safe and valued. Our schools must be made girl-friendly—physically, socially and pedagogically.

This means

- Sensitive teachers who recognise the needs of all children and realise the impact of their teaching strategies and performance expectations on girls particularly—teachers who care and who *listen.*
- Teaching/learning materials which are gender balanced.
- Equity in the distribution of privileges, leadership roles, and the like, as well as in the assignment of chores.
- Appropriate school facilities, such as furniture which allows girls to sit modestly and sanitary facilities which offer privacy.
- Schools where role models show girls what *can be.*

But girl-friendly schools are only a part of the picture. Girls, like all children, are a product of their family and community environment. Parents must be helped to understand the value of educating their daughters. They also need to learn that they play an important role in their daughters' successes. In addition to ensuring that household tasks do not overburden girls so that they are too tired to stay awake at school or too busy after school to study, parents must also realise that girls need a place to study, encouragement to do well and recognition that what they are accomplishing is valued. Achieving these ends requires that on-going community sensitisation and education continue, that schools and communities develop mutually supportive relationships, and that all children, girls and boys, have a basic right to quality education.

Further strategies for making girls want to stay in school, identified by the Theme Five Work Group, include organising activities like STME Clinics, summer camps, reading clinics, exposure to role models and mentors and to possibilities beyond the community, e.g., visits, development of libraries, organisation of girls' clubs, and provision of scholarships which recognise achievement as well as material need.

# Closing Ceremony

Mrs. Kate Eghan, Deputy Regional Director, Central Region, chaired the closing ceremony. By this time no introduction was needed for the Minister of State, Ms. Churcher, whose active presence throughout the symposium was appreciated by all the participants. Her brief but powerful closing remarks epitomised the symposium experience.

"As a society we don't speak the truth" Ms. Churcher declared, "but by talking openly about silent issues we work towards levelling the playing field." She cautioned against talking about the girl-child as though she is in isolation. Boys need to learn about gender issues too; otherwise things will not change. "Let us commit to bind ourselves to speak the truth," she challenged participants. She expressed her excitement about the group assembled, commenting on the commitment that she saw written on the faces around her. She urged people to keep in touch and to visit each other. GEU, she promised, will do its best to take up the challenges given it by the development partners to provide the leadership needed to make girl-child education a reality.

***The ministry exists to promote girls' education by ensuring that every girl of school-going age, at all levels irrespective of tribal or religious background, is given quality and relevant education with the view to equipping girls to attain equal opportunities in both social and economic life and to contribute meaningfully to the course of the country's development.***

***—Mrs. Olivia Opoku-Adomah***

# Recommendations

*Many people...think some jobs like engineering are reserved for men and housework is the job for women. I would like to be a fashion designer as most Ghanaians think it is only for men as an example for other girls to break the myth on that job.*

*—Miriam M. Ashley*

Each Work Group recommended strategies for addressing their particular theme, but all groups frequently identified the following as pre-requisites for effective and sustainable action:

- GEU should assume the leadership role in all matters related to girls' education in Ghana.
- GEU's major role is to create an enabling environment through influencing policy guidelines to direct development partners and their projects.
- GEU should set clear guidelines for all projects.
- GEU must collaborate closely with other divisions of GES to effect mainstreaming of gender issues into all areas of educational activity.
- Development partners must recognise GEU's co-ordinating function, respect its leadership and co-operate with its guidelines.



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# Evaluation

*Girls should be carefully nurtured, because they hold the whole of God's perfect creation, i.e., human beings. Girls should be encouraged to attain the highest height of education, especially formal education.*

*—Mrs. Jane M.K. Aidam (Mama Agbatsu III)*

Participants were asked to evaluate their experience of the symposium by responding to five questions. They were also invited to submit the names and addresses of people and organisations not present who should receive a copy of the symposium proceedings and be added to the GEU mailing list. A copy of this list (included at Appendix 4) has already been sent to every person or organisation on the list.

## What aspect of the symposium did you find most interesting / useful?

Participants were about equally divided on whether they preferred the presentations or the Work Groups, with many reporting that both were equally valuable. Informal discussion among participants was also noted as were the sharing of different experiences, learning new and creative ideas from the experiences of others, and the opportunity for in-depth analysis of issues which the Work Groups provided. A number of participants identified the Minister's speech and her obvious commitment as a highlight.

## What do you think was your most important contribution?

Most participants reported being able to share their experiences with like-minded professionals as important. Some shared information about programmes or strategies that could be used by other participants. Others had specific foci—like working directly with children around human rights issues, or the problems for girls' education in specific religious communities.

## How will this symposium help you / your organisation move forward?

Participants reported that, given the overview of girls' education programmes, they would be able to contribute constructively during their organisations' planning sessions for determining appropriate support for GEU. Others reported that revising current action plans would bring them more in line with GES/GEU strategies. Several anticipated collaborating or entering into partnership with other organisations working in the same communities or districts. Others said that they intend to incorporate new ideas and strategies into the way they are currently working.

***A girl-child given adequate motivation and a well planned socialisation and training programme, ably translated into a socially responsible life and contributing to the socioeconomic development of herself as an individual, the community, and the nation at large.***

*—Margaret A. Harruna*

## How do you propose to go about developing partnerships for collaboration?

- Inviting other partners to our workshops and making copies of our activities and reports available to those who need them
- Following up with people who share commonalties or geographic presence
- Participating in other GEU-led activities
- Working more closely with other organisations in the district
- Starting an NGO Education Consortium to meet monthly
- Using the final documents and contacts to begin strategising collaborative efforts
- Maintaining good links through e-mail, exchanging information, sharing results
- Keeping GEU informed of activities so they can be shared through the network
- Developing partnerships during the symposium and later sharing the best practices with organisations not present.

## Comments

Most comments repeated a common theme: The symposium was a worthwhile experience, a wonderful source of information, and a great opportunity to meet others in the field and share ideas. Indeed, most participants voiced the need to re-convene on a regular basis. One participant noted that "it is a good start for information sharing and gathering, but now we need to seriously start discussing to develop a solid policy."

# Conclusion

The seeds for this symposium were sown as a result of on-going discussions between GEU and UNICEF about how better collaboration between our two organisations could have a major impact on ensuring the broadest possible sharing of available resources. The idea grew as more and more activities focusing on educating girls came to the fore.

There are always anxieties associated with organising a "first" event. However our faith in the commitment of all our partners to advancing girl-child education was well placed. All over this country individuals and organisations are determined to make a difference. By learning from each other and harnessing our resources, we made it clear that all Ghana's children—girls and boys—stand to gain.

We are grateful for the support—financial and moral—from UNICEF and WUSC; their commitment made the organisation of the symposium possible. The presence and participation of the Minister of State for Primary, Secondary and Girl-Child Education underlined the significance of our efforts. Still, the final word of appreciation must go to the symposium participants. The enthusiasm and spirit of openness, which characterised the attendees from registration through departure and which nurture girl-child education programmes around the country, are what made this symposium such a success.

Girls' Education Unit accepts the challenges put to it and will do all in its power to follow up on AAGE Symposium recommendations. It is our fervent hope that this is the start of a powerful collaboration which will take girls' education far into the future.

***Encourage and empower the girl-child in the district to take full advantage of the opportunities begin offered by government, other agencies, and partners through the Girl-Child Education Unit towards their education, thereby freeing themselves from the subordinate position they have been playing in the society and be at par with their male counterparts.***

*—Opong Yaa Faustina*

# Descriptions of Projects Presented

## ActionAid Ghana

*Introduction*

ActionAid (AA) is an International Non-Governmental Organisation committed to relieving people of poverty-stricken lives by empowering them to live a life of dignity. AA does so by working with the poor and the marginalised people in the society to ensure that certain undesirable structures, which perpetuate their life-styles, are removed or minimised.

ActionAid Ghana (AAG) seeks to realise its vision in Ghana as above through the implementation of programmes in three main thematic areas - Education, Agriculture and Food Security and Capacity Building. Alongside these, the organisation also supports a number of programmes in cross-cutting issues in the area of gender, HIV/AIDS and peace. Other emerging issues of emergencies are also supported. Much work is done through advocacy, AAG supports government programmes, collaborates with a number of organisations and in most cases works through partners.

*Interventions in Girls' Education*

In general AAG does not discriminate in term of gender in making available provisions to the education sector. However, where necessary girls' education is made a priority. The organisation puts high premium on gender equity and girls' education as a major consideration in schools work. The above provision makes it possible for many girls in poor families, deprived and distressed areas to have equal access to education opportunities just as boys. Considering the number of girls who are out of class due to the inability of families to provide textbook, desks etc. Several girls who would otherwise have dropped out of school due to poor infrastructure and toilet conditions are encouraged to stay in school. With support for in-service training, teachers are made gender aware and sensitive in classroom delivery and teaching methods. These make schools more girl-friendly, thus retaining more girls in school. Apart from the areas above, special interventions are made in the area of girl's education.

*Research*

In order to unearth local specific problems for redress, the programme areas in the Northern Region of Ghana, Tamale Urban and Chereponi areas have conducted studies into constraints to girl's education. Among other things, issues relating to undesirable traditions of the people have been highlighted. Women are considered property of the family with no right to own property and limited access to productive resources. As a child therefore she is subjected to various social discriminations including a denial to equal access to formal education. The only education a woman may have could be the informal type offered by her mother (who will be non-literate in most cases) to prepare her for marriage.

*Advocacy*

One of the key areas where AA has been successful is advocating on behalf of the poor in society. In Sissala and most of our programme areas, through REFLECT (Regenerated Freirean

Literacy through Empowering Techniques) activities and working in partnership with through World University Service of Canada (WUSC), the District Assemblies and the GES, AAG has advocated for girls' education and enrolment of girls at the community level.

***Enrolment Drive***

Most of the programme areas celebrate Girls' Education Week with GES. In addition to this, community Participatory Rural Appraisal (PRA) session is conducted on enrolment drive in girls' education. There is also sensitisation of communities on the importance of girls' education in the normal programme work.

In March this year (2001), AAG Education contact persons and partners received training in Community Mobilisation Techniques for enrolment drive and support to girl education. The programme areas have started community facilitators' training. The additional skills acquired will enable REFLECT Facilitators discuss education issues more comprehensively as they lead their communities in support of education, particularly the area of girls' education.

***Supply of Logistics***

- To enable girls to travel from long distance to attend the only secondary school in Cherepone, AAG has supplied a number of bicycles to girls.
- In Tamale, the only girls' school in the municipality has recently benefited from ¢46.9m worth of books; beds and mattress to enable them cope with life in a very poor resource school.
- The Programme work at Sissala District also provides logistics to St. Clare Girls' Vocation School.

***Assistance to Girls to Attend the Science, Technology and Mathematics Education (STME) Clinic for Girls***

Several girls in the programme areas are supported to attend the Regional STME Clinic for Girls in an effort to help them improve their performance in science and mathematics in school, as well as envision science as a way of life and even aim at choosing work in the field of science and technology at a later life.

***Support to "Ye Tii Bu" Women's Group in Cherepone***

The "Ye tii bu" Women's group in Cherepone begun addressing some of the problems of inequity and discrimination in their society. Through individual contributions, the group has organised several workshops on the need to modify certain activities of a popular festival, the Kurubi festival. Some of the activities during the festival encourage early marriage, teen-age pregnancies and increase the vulnerability of the immature youth, particularly the girl, to the dreadful HIV/AIDS disease.

The group has also supported a limited number of the victims of the festival to re-establish themselves and to have a chance to integrate fully and responsibly into society again. Such girls have received various forms of skills training aimed at improving their capacity to provide services and become usefully employed. With the support of ActionAid, these trained girls were provided with sewing machines, hair dressing kits and initial start-up materials to begin a new life.

The "Ye tii bu" women's group is managed by a team of five, comprising a President, School Co-ordinator, Vocational Training Co-ordinator, REFLECT Program Facilitator and an Executive Secretary. Seven other communities besides Chereponi have small teams of "Ye tii bu" women who similarly engaged on rights and gender discrimination issues in their communities.

The "Ye tii bu" Women's group at Chereponi has started a Day Care Centre in pursuit of their affirmative agenda for girls under the age of five to prepare them for smooth take-off at the appropriate school going age. AAG at Cherepone is therefore supporting the "Ye tii bu" women's to provide an enabling environment to the girl child to express her potentials in preparation for a more dignified future.

AAG direct support will go to the setting up of Day Care Centre for the girl-child. The aim of this project is to offer the girl child a chance to live a dignified life through direct support and the removal of the inequities that limit girl child education. The project involves the construction and equipping of a day care Centre, comprising a three-classroom block, an administrative office, sickbay and kitchen to replace the existing make shift block that will serve the estimated two thousand girls in the target group.

It is expected that the project will help:

- To achieve a 100% increase in enrolment of the girl-children currently in school within three years of project completion.
- To raise community awareness on the importance of educating the girl child.
- To provide the girl child access to quality pre-school formal education.
- To improve quality of education in general within the district.

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## Afram Plains Development Organisation, Childscope

### *Introduction*

The Afram Plains district, according to the government classification, is one of the deprived districts in the country. The economic status of the district is contributing negatively on the education of children especially the girl child. In an attempt to help find a solution to the poor school enrolment of girl children, UNICEF, Ghana Education Service (GES), and the Afram Plains Development Organisation (ADPO) decided to introduce an approach that is unique and can ensure real community participation for the education of the girl child alongside the boy child. Childscope, funded by the Canadian International Development Agency (CIDA) and initiated by UNICEF in collaboration with the MoE, aims to develop a model that will assist Ghana to attain the goals of FCUBE, namely to improve the quality of education management, enhance the quality of teaching and learning and increase access and participation.

### *Interventions in Girls' Education*

Childscope started in November 1994 in six pilot schools and their surrounding twelve communities in the Afram Plains District of the Eastern Region of Ghana. The Afram Plains, a remote, rural area inhabited primarily by settlers, experiences many of the problems plaguing Ghana's education system: low enrolment, low attendance and continuation rates, a shortage of teachers willing to stay in rural communities and low levels of pupil achievement. Childscope works directly at the school and community level, while developing an active network between local, district and national levels.

### *Goals and Objectives*

- Improve primary education so children can read, write and enable to numerate by the end of primary schools;
- Maintain (or increase where necessary) enrolment; and
- Increase attendance and continuation rates, especially of girls.

### *Strategies*

A number of strategies have been developed to achieve these goals, including:

- Community participation in the affairs of the school
- Teacher development
- Health promotion
- Networking between schools, communities, district offices, NGOs, individuals with particular skills, the MoE and Ghana Education Service (GES)
- Capacity building of the individuals and institutions involved

### *Approach*

The use of the "Triple A" approach (Assessment, Analysis, and Action) is central to all strategies and is a continuous process undergone by everyone involved, including the Childscope team members, teachers, community members, and district officials. Activities are designed and implemented according to the identified needs of the particular community or school and lessons learned are then taken into consideration when new activities are being planned.

Therefore, there is no prescribed order of contextual, dependent on the situation in which you work and what has been learnt along the way by all of those involved, participants and facilitators alike.

*Process*

Though there is no set order of activities, there is a general pattern that the Childscope team in the Afram Plains has been following. At the start, there is an:

- Involved selection process to determine the schools and communities that will participate for the quarter.
- This is followed by baseline data collection which is facilitated by a team of representatives from the DEO, NGOs, tools rather than interviews alone.
- The information learned during the baseline collection is then used to develop the community involvement, teacher development, and health promotion strategies. In the Afram Plains, the team has followed the baseline data collection with Participatory Learning and Action (PLA) activities that focus on helping community members and teachers identify and analyse school and community factors that affect children's learning and developing action plans to improve teaching and learn.
- Depending on the outcomes, subsequent activities are planned to further enhance community involvement in their children's education (e.g. establishing PTAs), improve teaching and learning methods in the school and address the health issues that affect children's learning and the well-being of the community.
- Networking and capacity building are an integral part of these strategies. For instance, before doing any major activity such as baseline data collection or a PLA, the facilitators, who usually are from different backgrounds and perspectives, are provided with training.

*Achievements of Childscope*

- An NGO (ADPO) working cordially with government institutions to raise issues of child education, especially the girl-child, and to put both human and material resources together to help the girl child has education and the quality one of course.
- The awareness to communities on the education of children especially the girl child and their future important to them as individuals, their children and the communities as a whole through the provision of social amenities or donations towards a project when the need arises.
- As a result of interventions, many communities have started to work together as a team with common goals (quality education for the children) to the extent that they have decided to change names of CBOs like PTA to CTAs (Community, Teacher Associations). Five communities have put up 6 solid classroom buildings for their community schools on their own.
- Childscope has helped in some form to reduce the workload of the girl child at home and at school. It has raised the awareness of parents to be able to distinguish wants and felt needs of their girl child's education.
- A father said during a Childscope expansion exercise that "I am going to reduce my want to drink and smoke every day so that I will be able to buy a school bag, sandals, books, and food for my children to enable them learn well and I will also help carry firewood for the girl on my way back home from farm."
- Because of Childscope, many communities have social amenities in their communities.

For example feeder roads of many communities were re-surfaced and others also had new roads done for them. Water and sanitation facilities have also been provided to most of the Childscope communities. This was to help reduce the time the girl child has to spend looking for water, completing household chores and further improve the health conditions of the children and the communities at large.

- The communities have been empowered with tools they as individuals used to gather data for decisions on the importance of education of the girl child especially.
- Increase in general enrolment of the girl child and with the retention rate very high.

***Lessons Learned***

- The issues of girls' education cannot totally be separated from that of the boys. This is because data gathered from the field indicate that it is the mothers who cater for the children at school but at the same time prefer to drop the girl and continue that of the boy-child for cultural reasons which she believe to be true herself.
- Issues of gender roles cannot be ignored immediately. That is because they were built over several generations. The gender roles in the Afram Plains impact strongly on the effort of the team to reduce the workload of one of the gender. The change is not drastic but some household are helping the girl child in the direction of reducing the routi8ne workload in the house.
- The issues of poverty in the communities cannot be reduced overnight. It needs a conscious effort to reduce it. Many parents in reality cannot afford the cost of education even if it is 10,000.00 cedis per year, as fees do not include the uniform, the sandals, and food at school.
- Because of lack of food at home and school a lot of the girls drop out of school in order to work.
- The project has been replicated in 6 other districts in the north and APDO has played a facilitating role through training of GES officials on the principles, strategies, and the concept as a whole to them. We have acted as a good laboratory for the experimentation of Childscope.
- The activities of other organisations and institutions strongly influence the progress that APDO has choked in the Childscope process.
- Communities with very strong and dynamic leaders are moving in their action plans for quality education for the girl child than those without.

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## Alliance for Community Action on Female Education, Forum for African Women Educationalists

*Introduction*

The Alliance for Community Action on Female Education is supporting 25 NGOs working in all the 10 regions of the country and in 24 districts with support from the Forum for African Women Educationalists (FAWE).

*Interventions in Girls' Education*

*Objectives*

- Sustain and expand the capacity of NGOs/CBOs that promote girls' education;
- Offer technical and managerial support to NGOs/CBOs that promote girls' education;
- Fund NGOs/CBOs projects that promote girls' education; and
- Offer networking opportunities to education-related NGOs/CBOs and other developmental organisations.

The Alliance Programme supports NGOs/CBOs that:

- Provide educational facilities for girls at the basic level;
- Undertake advocacy programmes at district, community and grassroots level in support of quality basic education for girls;
- Provide financial incentives and other support for needy girls at the basic level;
- Conduct research on priority areas relating to education of girls; and
- Provide relevant interventions aimed at supporting higher enrolments, persistence and achievement of girls at the basic education level.

*Monitoring and Evaluation Strategies*

To monitor and assess the achievement or impact of the project objectives, a number of mechanisms for evaluation have been put in place. These are:

- *Baseline survey:* Data on the position and status of girls and women's education in the areas of operation at the time of support are collected and documented to act as basis for future assessment.
- *Monitoring:* A continuous review of the implementation of the interventions are carried out to ensure that input deliveries, work schedules, targeted outputs and required actions proceed according to plan. This enables timely actions to be taken to correct deficiencies that may be detected.
- *Formative/ Process Evaluation:* The concern here is the examination of the various activities being implemented and how far they reflect on the specific objectives of the intervention as a whole.
- *Impact Assessment/Terminal Evaluation:* This takes place after the implementation of the interventions. In doing this, a status survey is carried out on the lines of the baseline study. Then a comparison of the two is made to see if there has been any significant impact or not.

***Achievements***

The Alliance Programme has been an intervention that has significantly impacted on the achievements of NGOs/CBOs in the promotion of girls' education in Ghana. It has supported many NGOs/CBOs activities that can be put under five major headings, namely:

- Advocacy/ Public Education
- Provision of School Facilities
- Relevant Intervention to Support Higher Enrolment, Persistence and Achievement of Girls
- Technical Assistance
- Financial Grant Support

Specifically, the Alliance Programme has achieved the following within its three years of operations:

- Organised series of capacity-building workshops for more than fifty education-related NGOs/CBOs, including other developmental organisation;
- Supported twenty-five NGOs/CBOs that are working in twenty-eight districts and in all the ten regions of the country to carry out various activities to promote girls' education. Thus, enrolment, retention and achievement of girls in all the twenty-eight districts have improved significantly;
- Organised series of networking workshops that have brought together District Chief Executives of beneficiary districts, District Education Officers, District Girls' Education Officers, FAWE Focal Point Contact Person, Resource Persons of Girls' Clubs and FAWE Junior Club leaders, members of the Girls' Clubs and executives of Alliance beneficiary NGOs/CBOs to share ideas and to promote the Alliance Programme;
- Supported advocacy/ awareness creation programmes of seventeen of its beneficiary Os/ CBOs in twenty districts; and
- Supported five NGOs/CBOs in the production of Information, Education and Communication (IEC) materials to enhance advocacy work.

Through the NGOs/CBOs, the Alliance Programme has:

- Built three-classroom blocks for three schools and a six-classroom block for one school.
- Supplied eight sets of classroom furniture and teaching/ learning materials to eight schools.
- Built a four-room teacher's bungalow for one village school to attract teachers to the town.
- Built a twelve-seat KVIP (toilet) for four schools to give adolescent girls in the schools the needed privacy during the period of menstruation.
- Supported the formation girls' club in eighteen schools. The girls are being equipped with leadership skills which make them very effective tools for advocacy and role models for their peers.
- Supported one Science and Mathematics Camp in one district for fifty girls to allay their fears of Science and Mathematics in order to encourage more girls to opt for science related subjects.
- Supported five NGOs/CBOs to give credit to four hundred and twenty mothers to start or expand their businesses to enable them cater for the needs of their children, especially their daughters in school.

- Provided "Library on Wheels" to twelve schools with girls' clubs.
- Supported one NGO to organise series of vacation classes to teach reading skills. This has benefited over four hundred girls in one district and the girls are doing well in school. Some of the girls have passed their Basic Education Certificate Examination (BECE) with good grades and have written to the Alliance for assistance to enable them enter Senior Secondary School and this is being considered.
- Based on the success of the vacation classes, the Alliance has trained facilitators in reading and numeric skills. These facilitators are teaching the skills to girls in Alliance supported schools after normal school hours.

***Lessons Learned***

A number of lessons have been learnt; notable among them are:

- The fact that even though NGOs/CBOs have their weaknesses, they at the same time are action-oriented at the grassroots level and are well placed to identify problems and suggest remedies that best suit the localities in which they operate.
- NGOs/CBOs are capable of mobilising broad sections of the population at the community level to take action in support of female education.

***Plans for Replicability and Sustainability***

We plan to replicate and sustain the programme by:

- Networking with others in education, e.g., GEU, the QUIPS Project to share ideas and best practices and
- Sourcing for other funding opportunities; encouraging and training beneficiary NGOs/CBOs to raise funds locally.

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## Canadian Feed the Children, Basic Education in Takpo Circuit Program

### *Introduction*

Canadian Feed the Children (CFTC) is an independent organisation whose goal is to alleviate the impact of poverty on children. CFTC works in partnership with communities around the world to develop and implement programs that meet locally identified needs. The Basic Education in Takpo Circuit Programme provides basic education to children, paying special attention to the importance of education for the girl-child. Community education campaigns are being conducted to improve school enrolment, retention, and student performance. School curricula are being adapted to incorporate materials that depict women and men as equals. Circles of women educators have been established to provide role models for both students and teachers to look to for support and guidance.

### *Interventions in Girls' Education*

A group of Upper West youth have been trained in their basic human rights under the Ghanaian Constitution in collaboration with the "Youth and Human Rights" (YHR) project. Using cultural expression and popular education methods, they examine problems and issues they face everyday — at home, at school, in the community - and analyse them from a human rights perspective.

Education for human rights challenges individuals to change their own behaviours to reflect human rights principles of equity, tolerance and respect. Through the project, the young people build their confidence and skills (literacy, critical thinking, public speaking, etc.) while consciously directing their lives away from human rights abuses (as victims and perpetrators). Behaviours change and young people start to develop a critical awareness locally, nationally and globally.

The young people research local issues affecting children and than create and perform dramas and facilitate small group discussions in villages and schools on such issues as early marriage, "silencing" of children, gender discrimination and teacher abuse of pupils. Issues are explored from a human and child rights perspective.

### *Other Project Activities*

- Workshops held with teachers to incorporate gender equitable practices, to explore alternatives in classroom management and, for example, differentiate between the concepts of "punishment" and "discipline", plan lessons with locally available materials and construct teaching and learning aids;
- Circles of women" in the communities serving as role models, visiting girls and their families to encourage enrolment and promote retention;
- Work with school management structures – PTAs, SMCs – to strengthen roles, encourage more gender equitable involvement; and
- Rehabilitation by communities of their school structures, provision of desks, textbooks, and books to establish libraries in each school.

***Evaluation and Monitoring***

CFTC's partner, Sustainable Integrated Development Services Centre (SISDEC), an NGO whose membership is comprised of professionals originating from Upper West Region, conducts ongoing monitoring of project activities from Wa. The findings of a participatory monitoring exercise presently getting underway will determine direction taken during the final year of the project and serve to inform planning for the next phase of support.

***Achievements***

A major achievement has been the instigation within communities of discussion and debate on issues related to girls' education. This process has been set in motion through drama performances and discussions facilitated by the youth and human rights group. School children have been very forthcoming in the small group discussions. Their comments and questions have been taken into consideration in planning teacher training activities and in work with PTAs and SMCs.

***Feedback***

Children themselves are raising important issues and posing serious questions that need to be addressed. Following are some examples (translated from Dagare):

- "I want to finish school but my father won't pay for my uniform or school fees. If a man helps me to stay in school and I have sex with him, who is to blame? Is it the fault of the man or of my father?"
- "If a man informs my parents that he loves me and I don't love the man and the man continues to give my parents gifts, what can I do?"
- "Let us assume that a girl is attending school, she is very clever and nobody is there to pay her school fees, what will she do?"
- "Is a teacher allowed to chase female students?"
- "If someone defiled you, where can you send the case to?"
- "What can we do to avoid defilement?"
- "Is a teacher allowed to drink and come to school?"
- "Why are girls given maize and boys are not?"
- "The teachers and seniors should talk to us when we do something wrong, e.g. talk in class, get to school late"
- "The punishment causes pain and fear, we become confused and lose concentration in class."
- "What of a situation where pupils are caned and chased away because they can't afford a school uniform?"
- "Pupils are sent to teachers' farms to farm for them. Is it right? Is this not punishment?"
- "The heavy work parents give us at home makes us feel sleepy in school. Sometimes we are absent minded in school because we think of the work at home."
- "Our parents should share the household chores among us so that we can finish early and come to school early."

***Lessons Learned***

Children take their education very seriously. They feel frustrated and offended when adults – teachers, parents – trifle with their education. When asked what they would like to change and what they want for the future, they reply that they need teachers who care about their schooling and will treat all the students equally. They want to be free to ask questions in class. They want their parents to pay school fees regularly, buy soap so they can wash their school uniforms and buy kerosene so that they can read in the house at night. They want their parents' lives to get better so that they can provide the basic necessities.

Children need to be consulted on issues that affect them and be part of the decision making process. They have considerable insight, enthusiasm and optimism to contribute.

***The Way Forward***

Valuable lessons learned thus far have come via CFTC and SIDSEC's collaboration with the Youth and Human Rights project. Through drama presentations of pertinent issues and small group discussions around those issues, children have acquired a voice, posed some fairly provocative questions and offered very honest and useful information.

The challenge now is to maintain an environment, either within the formal education system or in the short term through extra-curricular activities such as human rights clubs in the schools, in which children are free to ask questions, voice their opinions and explore the issues around their education and other basic rights, and to establish a mechanism for them to participate in decision making that affects them.

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## Catholic Relief Services, Education Support Programme

*Introduction*

The overall goal of Catholic Relief Services (CRS) Ghana country programme is to increase household food security in the three northern regions of Ghana through improvements in primary education and health. The education sector of the programme works towards food security through the following four interventions:

- To increase enrolment of both boys and girls in primary schools through the provision of on-site feeding to selected rural primary schools.
- To increase enrolment and attendance of girls through the provision of take-home rations to girls who attend school 85% of school days in a month.
- To provide infrastructure assistance to schools and communities. The assistance is usually in the form of roofing sheets, cement, wood and assorted nails.
- To increase community support for schools through PTA training and community mobilisation activities.

*Interventions in Girls' Education*

CRS Ghana's Education Support Programme (ESP) promotes the enrolment and attendance of girls in Primary Schools through Take Home Rations (THR). The initiative provides food rations (consisting of 5kgs of corn, 1 litre of vitamin A fortified vegetable oil, and 1kg iodized salt) to girls who attend school 85% of the school days in a given month. These rations are to offset the economic loss perceived by parents when sending their girls to school. Before any school receives its first consignment of THR food supplies, CRS Programme Officers meet with community members to sensitise them on the rationale for the THR, the ration itself, and their responsibilities in ensuring that their girl-child in school qualifies for it and actually gets the correct ration.

Programme Officers continue to hold sensitisation meetings on educational issues and the benefits of girls' education with parents in each school-community every year. These meetings are participatory and parents are encouraged to list problems militating against girls' education in their communities and find workable solutions to them.

The take-home ration programme is currently being implemented in 598 of the 1,096 primary schools on the feeding programme. Currently 56,307 girls are enrolled in schools on the take-home ration programme and approximately 41,000 girls are reaching the 85% mark each month and receive the dry rations.

In addition, CRS is also providing a school lunch to a total of 223,790 pupils in 1,096 primary schools and 342 pre-schools and communities, in al124 districts of the three northern regions. To date the total of CRS' infrastructure support to communities and schools is 129 classroom blocks, 14 teachers' quarters, 2 libraries and furniture to 82 schools. Since 1998, CRS has worked with over 100 communities facilitating PRA/PLA activities and community sensitisation on the importance of education in general and that of girls in particular.

*Lessons Learned*

- Collaboration and Partnership ensure maximum use of resources avoids duplication and wastage and ensures sustainability.
- Partnership and collaboration ensure programme sustainability.

- Partnership and collaboration build confidence of partners and enhance managerial capacity building of partners.
- Even though boys do not receive the take-home ration, the average attendance of boys in take-home schools is generally higher than that for boys in non-ration schools. The reason for this may be that even though boys do not receive the take-home ration, they feel compelled to attend school regularly so as not to be beaten by the girls in class since regular school attendance in a way contributes to higher academic performance.
- The take-home ration has a greater impact on enrolment and attendance of girls in the most food insecure regions of northern Ghana. It also cushions the entire family against hunger during the lean season when family food resources run out particularly in families where there is more than one girl in a take-home ration school qualifying.

***Programme Sustainability***

CRS/Ghana hopes to achieve sustainability of its interventions through various strategies. These include: Effective Partnership and Collaboration, Community Participation, Capacity Building of Partners, PTA Training and Mass Education Campaigns.

***Collaboration with GES***

Collaboration between CRS and Ghana Education Service (GES) is integral to the success of the ESP programme because it considers GES as integral to the success of this programme. In furtherance of this objective, CRS has one GES Partner Supervisor per district and one for each of the three regions. These Partner Supervisors have been assigned by GES to assist CRS in monitoring programme schools.

CRS provides motorcycles to the Partner Supervisors on a purchase programme where monthly deductions are made by GES from the salary of the Partner Supervisor. The contract used to administrate the motorcycle purchase also serves as a contract with the GES/Partner Supervisor where their responsibilities to CRS and the ESP Programme are outlined. Reimbursement for fuel, oil and maintenance is made per mile travelled to monitor the programme. The Partner Supervisors submit monthly reports to both the GES Regional and District Offices and CRS, containing both information on their monthly activities and a reimbursement request.

NGO Partnerships CRS in collaboration with ISODEC and other NGOs has taken a leading role in the North in establishing Regional Education Forums. These forums, which consist of N GO staff and MOE/GES from all three northern regions meet regularly to discuss issues in basic education. CRS has contributed funding, materials and personnel to facilitate the success of these forums. A CRS representative attends all MOE/GES and NGO forums held in Accra.

***Collaboration with JICA***

Through collaboration with the Japan International Co-operation Agency (JICA), CRS obtains home- used and new bicycles for donation to teachers who manage the ESP well in their schools. Since 1998, a total of 787 bicycles have been distributed to deserving teachers in the three northern regions.

***Collaboration with District Assemblies***

CRS also collaborates with District Assemblies so that they get to know which projects are going on and where so as to avoid duplication and wastage and also pave the way for communities to easily access technical assistance from the Assemblies in the completion of their projects.

***Capacity Building Of Partners***

CRS Programme Officers run initial two-day training courses on the management, record keeping and accountability aspects of the programme for new entrants to the programme and annual refreshers on same for head teachers, teachers in-charge and community members.

Orientation courses are also provided for new Regional/District Partner Supervisors as well as annual refresher workshops.

***Community Participation/Involvement in all Programme Interventions***

In the feeding programme communities have the overall responsibility of ensuring safe, secure and leak-proof storage facilities for all commodities, providing safe and neat kitchens, volunteer cooks and cooking utensils and paying Canteen Fees form which to buy ingredients and compensate the cooks.

As part of this involvement, communities are encouraged to contribute food stuffs to supplement what CRS provides especially when CRS food resources run out and the next supply hasn't arrived. Some communities especially those in the more food-secure zones are doing this very well.

In the case of the Take-home Ration for girls, the mothers of girls who qualify are expected to ensure regular and punctual attendance of their daughters and to go to the school to collect the ration when their daughters qualify.

There is a Community Food Management Committee in each programme school, which is supposed to oversee the use of all resources and also assist the teachers in the effective running of the programme. Two CFMC members attend an initial training before a school joins the programme and continue to attend refresher-training workshops taking turns throughout the programme life span.

Under the Infrastructure Support component, Community members have the responsibility of providing all labour including technical. CRS only provides roofing sheets, assorted nails cement and wood.

***Good management of The Feeding Programme***

The next level of operations/supervision is school-based and involves the head teacher and teacher in-charge who is selected by the head teacher more intensively in carrying out the day to day activities of the programme and the other teachers on a lesser scale in record keeping, record compilation, management and report.

No school can come onto the take-home ration category unless it has been on the feeding programme for at least two years. These two years enable CRS to assess the suitability of raising the level of the school as regards the management of the food and other resources as well as accurate record keeping.

***PTA Training***

Under the Community Participation objective (Objective 4) CRS Programme Officers have been able to train 150 PTA executives as of now and hope to provide such training to another 150 PT A executives during the 2000/2001 academic year.

***Mass Education Campaign***

In 1998 CRS Ghana sponsored a Drama on Radio Programme, which centred on the importance of education generally and girls' education in particular in two languages of the Northern Region. This is being developed to cover the rest of the Northern Region language and those of Upper West and Upper East. Songs and posters on the same themes are also being prepared and will be launched very soon.

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## CARE Community School Alliance Project

*Introduction*

CARE is working as a sub-contractor with the Education Development Center, Inc. (EDC) to carry out the Community School Alliance (CSA) Project. The aim of the project is to encourage communities to participate actively in the improvement of their primary schools, to demand better quality schooling for their children, and to develop the skills needed to meet those demands. The project has four basic objectives:

- Community mobilisation through an information, education, and communication (IEC) campaign
- Increased understanding of the community's role in the government-community partnership for school improvements
- Institutional strengthening of SMCs/PTAs and
- Improved capacity of Ghanaian NGOs to manage the above processes.

During its first year of operation, the project completed participatory learning appraisals in 18 communities. Each community has developed a draft plan for involvement in school improvements. The project has identified and trained two local NGO partners who will be responsible for replicating the appraisal process in 110 additional communities.

*Interventions in Girls' Education*

CARE has experience in community mobilisation and participation in girls' education in Ghana, Togo, and Benin.

*School & Community Oriented Education Project (SCORE)*

CARE's School and Community Oriented Education (SCORE) Project in Ghana addresses the quality of primary education and the marginalisation of girls in the educational system. The project works with 20 primary schools and 17 junior secondary schools in 24 communities to increase the enrolment, retention, attendance and achievement rates of students. Project activities promote the revitalisation of community-school relationships by establishing and training local parent-teacher associations, reducing cultural biases against girls' education, and improving the quality of instruction in the schools. Within the junior secondary schools, the project aims to reduce dropout rates of adolescent girls through reproductive health, sex education and counselling. The project has worked with a total of 17,367 people, including students, parents, community members, district education officers, headmasters and teachers, and school governance committees.

*Promotion of Education & Employment Opportunities for Girls (PEP)*

Working with two local women's associations, this project aims to improve the social and economic status of 1000 girls and young women who have no formal education or have dropped out of school. To do this, the project is increasing the level of literacy and basic education available to the girls and young women; and ensuring the employment of 600 young women.

Specifically, the project seeks to:

- Increase the level of literacy and basic education as well as the quality of life for 1000 girls

and young women between the ages of 8 and 24 who have never been to school or have dropped out of school;

- Ensure the employment and improve the economic situation of 600 girls and young women; and
- Ensure that the programme is sustainable and replicable by building the capacity of two Togolese women's organisations and sharing lessons learned.

The project aims to address the issues through a combination of advocacy, training and empowerment activities. The primary strategy of the project is to increase the range of educational and professional opportunities for girls and young women and to empower them to improve their own quality of life.

***Student Tutoring for Achievement and Retention (STAR)***

STAR is a pilot initiative which aims at overcoming obstacles to the retention and achievement of girls in seven primary schools and two high schools in Ablogame (Lome). The project objectives are to:

- Improve access and retention and
- Improve achievement and to strengthen the institutional capacity of a local NGO to intervene in girls' education.

The project has five main components. These are:

- Training of different stakeholders (NGO staff, volunteers, PTAs, teachers)
- Holding revision classes for underachieving girls through peer tutoring;
- Organising summer camps for achieving and under-achieving girls;
- Mobilising community support for girls' education ; and
- Home visits by community women mentors.

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## Community School Alliances Project, Education Development Center, Inc.

*Introduction*

The Community School Alliances project (CSA) project is managed and implemented by Education Development Center, Inc. (USA), with assistance from CARE USA and Save the Children, USA.

*Brief Description*

The CSA project was initiated in Ghana in 1997, and will run through 2004. The CSA project is the community mobilisation component of the USAID-sponsored Quality Improvement in Primary Schools (QUIPS) program, which is part of the initiative under the Government of Ghana's Free Compulsory Universal Basic Education (fCUBE) program. CSA aims to improve the effectiveness of primary education and community participation in Ghanaian primary schools. It strives to build an environment of mutual respect, responsibility and action among community members, schools, and education administrators, to meet the learning needs of Ghanaian children. CSA was initiated in Ghana in 1997 and will run through 2004.

*Partners*

- Improving Learning through Partnership (ILP)
- Performance Monitoring and Evaluation/The Mitchell Group (PME/TMG)
- Catholic Relief Services (CRS)

*Beneficiary/Target Group*

The Community School Alliances is targeted at getting all stakeholders at the local level to play meaningful and effective roles in the realisation of quality primary education. The target group/beneficiary is the school community and stakeholders:

- PTA
- SMC
- Head-teachers
- Chief and Elders
- Unit Committee
- Teachers
- Pupils
- Community as a whole

*What are the Objectives of the CSA Project?*

The CSA project works through three broad strategic objectives. These objectives are broken down into a series of more concrete sub-objectives based on a series of *best practices* for involving communities in education programs, distilled from the experiences of six USAID sponsored projects world-wide.

***Increased community awareness, responsibility and advocacy for education.***

- Build trust in the community (school system and teachers).
- Respond to interests/concerns of school.
- Provide culturally sensitive approach to education.
- Support quality education.
- Support girls'/boys' education (home and school).

***Strengthened community school support organisations.***

- Empower local people to act.
- Define roles and responsibilities of partners.
- Strengthen school management structures.
- Develop productive links to education/government authorities.
- Develop productive links to external agencies.

***Enhanced community participation in design, implementation/monitoring of school improvement efforts.***

- Utilise participatory planning and design.
- Mobilise local and district resources.
- Monitor school performance.
- Monitor school finances and assets.
- Develop community leadership and ownership.

***Interventions in Girls' Education***

Five of the CSA best practice objectives are geared towards advancing girls' education. These are:

- Building trust in the school system
- Supporting quality education
- Supporting girls' education
- Defining roles and responsibilities of partners
- Strengthening school management structures

A number of CSA intervention activities assist in meeting the above objectives. They include:

- PRA/PLA exercise
- IEC programmes such as Drama, Radio discussions, Story picture cards
- SMC/PTA training with specific topics on gender and micro-grant projects which support girls' education.

***How does CSA Monitor Project Activities and Sustainability?***

In each participating community, CSA uses a multifaceted monitoring and evaluation protocol to assess progress towards its project objectives. The protocol is organised around three steps:

- *Step One: Baseline.* Gather baseline data related to the project 'best practice' sub-objectives. Each best practice is described in terms that are culturally appropriate for the Ghanaian context. Community status for each sub-objective is assessed on a five-point scale, in which each point on the scale is described briefly. These descriptions also serve as progress and impact indicators in later phases of the project.

- *Step Two: Monitoring.* Use facilitator reports, participant self-appraisals and special studies to monitor progress on: best practices, community participation and implementation of interventions, local change facilitators, and sustainability.

- *Step Three: Impact.* At completion of the project, conduct an impact analysis, to measure each community's success in meeting the 'best practice' objectives

***Achievements of CSA***

To date the Community School Alliances Project as part of the overall QUIPS programme has been involved in 225 school communities.

*CSA strengthens communities.* Project interventions are designed to highlight existing community resources and build upon them. Interventions build participation, management, organisation, budgeting, planning and communication capacity among different community groups. These capacities sustain community involvement and ownership in support of education.

*CSA supports school quality.* CSA strives to strengthen communities so that communities, in turn, can better support their schools. Project interventions provide community members with an understanding of Ghana's school reform process and with the opportunity to develop an informed understanding of what school quality can and should mean in the Ghanaian context. In addition, project activities highlight 'best practices' that parents, children, teachers and community leaders can apply to improve education.

*CSA provides State of the Art materials.* CSA specialists have developed innovative, accessible tools and methodologies for the design, implementation and assessment of participatory community development initiatives.

***Plans for Replicability and Sustainability***

CSA has been collaborating with the MOE/GES to ensure sustainability of activities, methods and materials. The CSA SMC/PTA resource handbook has been reviewed and sanctioned by the MOE/GES as a national manual. GES staff, both at headquarters and the district level, participate in all CSA activities to ensure the transfer of skills.

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## Centre for Sustainable Development Initiatives, Education Improvement Programme

### *Introduction*

The Centre for Sustainable Development Initiatives (CENSUDI) is a non-governmental organisation based in Bolgatanga in the Upper East Region of Ghana. The organisation was established in 1994 with the vision to address the gender imbalances that exist across all aspects of public life, and especially aims to promote and strengthen practical strategies that actively mobilise women to participate in decision-making and leadership positions. CENSUDI's five main focus areas include violence against women, girl child education, women in public life, poverty reduction and gender training.

### *Interventions in Girls' Education*

#### *Summary*

CENSUDI believes that the social, cultural, economic and political equality of women is a major prerequisite to the development of a healthy and diversified civil society and to attaining the wider goal of good governance and sustainable development. The organisation therefore aims to provide women and girls from across Bolgatanga and surrounding areas with the opportunity to acquire the knowledge, skills and confidence necessary to play a full part in the development process and to take charge of their lives.

CENSUDI specifically addresses the issue of girls' education through its *Education Improvement Programme* (EIP). The four main objectives of EIP include:

- To encourage and support promising young girls who have performed well in school, but lack the resources necessary to continue pursuing their education;
- To sensitise, lobby and negotiate with parents/guardians about the benefits of educating their children and encouraging them to provide support for this purpose;
- To collaborate with heads of educational institutions to secure admission and support for needy children; and,
- To establish a multi-purpose training centre that addresses the special learning needs of women and girls, who have never been to school, have not qualified for higher education, or dropped out at an early age.

Support for EIP is kindly provided by Beyond Boundaries (USA), CUSO-Ghana, as well as the community at large. In addition, CENSUDI works in collaboration with the Single Mothers Association of Zuarungu, who also help to champion our cause.

#### *Current Activities*

The tremendous need for the Education Improvement Programme (EIP) stems from the remarkably high drop-out rates among girls in the Upper East Region of Ghana – a problem caused by a complex mixture of overlapping cultural, economic and social factors, including the discouraging reality that many parents still tend to give preference to educating their sons. It is hoped that EIP will help to redress such problems by providing the encouragement and

support necessary to expand educational opportunities for women and empowering them to attain their social, economic, political and cultural aspirations.

CENSUDI's EIP programme was launched in 1997 as an integral part of the organisation's Women in Public Life Project (WIPLP). Skills training under WIPLP included sessions that discussed how to encourage people to send their girls and young housemaids to school. In 1999, CENSUDI moved beyond advocacy and lobbying to begin providing financial and material support to girls who have performed well in school, but lack the resources necessary to continue pursuing their education.

CENSUDI currently supports approximately 25 beneficiaries under the EIP programme. Most often, scholarships are used to cover the costs of school fees, school materials and/or exam fees, and aim to facilitate practical skills development and access to higher education. In addition to scholarships, CENSUDI's responsibilities toward EIP beneficiaries include: (1) sensitising and negotiating with parents/guardians about the benefits of education; (2) encouraging parents/guardians to provide support for their children's education; (3) collaborating with heads of educational institutions to secure admission and support; and, (4) encouraging and supporting beneficiaries in any way possible while they are in school (e.g. providing a quiet, well-lit study space, designing a study plan, etc.). Once beneficiaries have been accepted into the EIP programme, CENSUDI commits to supporting and encouraging them over the long-term.

***Way Forward***

Because the number of children requesting support under the EIP is growing rapidly, CENSUDI is now seeking to strengthen the programme in new, effective and sustainable ways. To this end, the organisation has begun to initiate and expand the following activities:

- To establish a multipurpose training centre that addresses the special learning needs of women and girls. Classes will be directed toward those who have never been to school, have not qualified for higher education, or dropped out at an early age. Short courses will also be offered to women who need to improve their skills but cannot afford to return to formal educational institutions.

- To form a girls' club for beneficiaries in order to help build solidarity, share experiences, introduce role models and mentors, encourage peer tutoring, and organise discussion groups that aim to raise girls' self-esteem and life skills.

- To continue awareness-raising activities and media campaigns that promote the importance of girls' education and its acceptance by all members of our society.

- To continue building partnerships with others working in the field of girls' education in order to share relevant skills, information, ideas and contacts.

- To procure long-term funding support that facilitates our ability to continue strengthening EIP activities.

- To collect good statistics and other data, disaggregated by sex, which will be essential for aiding policy formulation, as well as evaluating and monitoring progress.

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## Muslim Relief Association of Ghana, Educational Development Programme for the Ghanaian Muslim Community

*Introduction*

For the targets of the World Education Forum to be achieved; for the Ghanaian government to achieve its fCUBE goals; for the Ghana National Education Campaign Coalition (GNECC) to achieve its aim of ensuring accessible and quality education for all Ghanaian Children, the Islamic factor in the education of the Ghanaian Child, which is predominantly a northern Ghana factor, should not be ignored.

The Educational Development Programme for the Ghanaian Muslim Community (EDPGMC) Project has recognised the Islamic factor in the Education of the Ghanaian child everywhere in Ghana and particularly in the north where Islam is very strong. It seeks to help the government in its human resource development. Its basic aim is improving the quality of basic education and increasing enrolment and the rate of retention of Muslim children in basic education schools.

The Muslim Relief Association of Ghana (MURAG), a national non-governmental organisation, MURAG aims at promoting and assisting in complementing government's social and human development services to the Ghanaian populace in general and the northern and Muslim Zongos in particular. MURAG's areas of interest, among others, include Health/ Environmental Sanitation, Poverty Reduction, Emergency/Disaster Relief and Basic Secular Education which could, in the long run, help the Ghanaian Muslim to also contribute meaningfully to the socio-economic development of Ghana.

The EDPGMC Project is paving the way in this direction by starting a pilot project involving 20 Islamic schools (2) two each from the ten (10) regions. The EDPGMC Project is attempting to help:

- Improve the structures, which house these schools
- Supply some relevant textbooks
- Provide standard furniture for pupils
- Motivate teachers
- Educate the Muslim Community, using Role Models
- Get Muslims to help financially and morally to improve the standard of Islamic schools

*Interventions in Girls' Education*

The problems of girl-child education Islamic schools vary from region to region. Generally, however, more and more girls are being sent to school. The basic problem is retaining them in the schools.

Islamic schools in the Western and Central Regions have very few problems with the education of the girl-child. Girls go to school regularly and are seldom withdrawn. In Hassanniya Islamic School in Aiyinasi (Western Region) there are almost as many girls as there are boys in the school and both enjoy adequate parental attention and support. The same can be said of schools in Ashanti and Brong-Ahafo Regions.

The story is however different in the Greater Accra and Eastern Regions. In one school in the Eastern Region, it was observed that poverty makes parents to have preference for boys over girls when a choice has to be made. The girls are made to help improve the financial situation of the family through petty trading. This phenomenon usually happens in large-sized families.

In the Greater Accra Region schools the inability of some parents to provide decent uniforms to their daughters makes such girls to shy away from school. Also, some parents call at these schools at odd times to whisk their daughters home to do some unfinished chores. Girls could also be made to stay away from school to take care of their kid siblings. Peer pressure from the many girls in the area, who do not attend school, could make a girl desert school. The question of a girl's loyalty to her parents, since she will eventually marry and become a member of another family is also a determining factor if a choice is to be made in the event of financial constraints. In almost all cases the boys are the obvious choice.

The problem of girl-child education in Northern Ghana is not so much to get them enrolled, as it is to retain them, especially after they have completed the Quranic aspect. It is known that most pupils who attend secular schools also attend Quranic schools, either after school or during weekends. At the end of class six most pupils would have completed these Quranic schools. They are then pass out through a graduation ceremony known as "WALIMA" after which most girls are married off, thus terminating their secular education. The Upper West Region has done a lot to stop this practice. Collectively the Muslim Community has agreed to postpone such "Walimas" for the girls till they complete junior secondary school (J.S.S.).

The girl child in the Quranic schools is always at the mercy of the teachers and proprietors. Most cases of the girl-child being raped and impregnated by either proprietors or teachers go unreported. Such unfortunate girls, through mutual understanding between parents and teachers/proprietors with the consent of the community, are married off to the teachers/proprietors. This bizarre phenomenon cuts across every Muslim community and if a research is undertaking civilised society would not be surprised at the fantastic figure of girls who have been victims.

***Sustaining and Expanding the Programme***

The EDPGMC project, as at now is assisted by NOVIB, a Dutch non-governmental organisation and supported by ISODEC (Ghana). For the project to be sustained and expanded, there is the need to look beyond these two organisations for assistance.

The activities of the project need to go beyond the 20 pilot schools and cover many more Islamic schools in the country, especially those in the 3 Northern regions. It is interesting to note that the structural and furniture needs of the 20 pilot schools alone are in excess of 500 million cedis and 100 million cedis respectively. However, funds available cannot satisfy a tenth of the needs of these schools, and more so NOVIB feels provision of school structures and furniture is the responsibility of the Government.

To sustain and expand the project, the EDPGMC intends to solicit the assistance of organisations such as UNICEF, UNESCO and interested non-governmental organisations. It will also work in close collaboration with the Islamic Education Unit (I.E.U.). The Muslim community in the country will also be educated to realise the benefits to be derived from the project and the need to help sustain and expand it by contributing financially and morally.

***Enrolment (Projection)***

After the pilot phase the EDPGMC project intends to increase the number of beneficial schools from the present 20 to 50, an increase of 150% percent, by year 2004. By the same year enrolment is expected to increase from the present 4,316 to 5,262, a 22% increase. Projected enrolment rate for boys is 20 percent while that of girls is 30%. This reflects the importance the EDPGMC project attaches to the education of the Muslim girl-child.

***Structures/Furniture***

A needs assessment of the 20 pilot schools revealed that about ¢700,000,000 and ¢130,000,000 will be needed for structural renovation and furniture needs respectively. This shows how deprived and repulsive most Islamic schools are. The EDPGMC project intends to work with government, other NGOs, and donor organisations to help provide needy Islamic schools decent structures and furniture. It might (if it gets the funding) help build new structures for 3 or 4 Islamic schools which operate under sheds.

***Conclusion***

The EDPGMC Project enjoins all Muslims to be united and to recognise the bizarre situation in which the Muslim child finds himself. Much as the Muslim child is to be prepared for life in the hereafter he has also to be prepared for a meaningful life here on earth that will make him useful not only to himself but to his fellow men. The Holy Prophet emphasised the importance of acquiring knowledge in many contexts. "A person who follows the path of acquiring knowledge, Allah will make easy for him/her the passage to paradise" (Muslim). The Qur'an mentions repeatedly the importance of knowledge (Qur'an 30:22, 36:36, 39:9, 58:11).

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## Olinga Foundation for Human Development, Junior Youth Empowerment Programme

*Introduction*

The Olinga Foundation for Human Development believes that a nation will benefit more from its citizens if, and only if, the quality of education it gives ends up enabling the citizens – collectively to acquire useful knowledge and be able to benefit from such knowledge through their productive lives; to participate as active members of civil society, expand their knowledge of the world; and to cherish spiritual values that can transform lives and provide solid hope for the future.

The Olinga Foundation also believes that the formal school system does not provide all the necessary skills and values needed to train youth in impoverished rural communities, and that there is a great need for other learning activities (outside the classroom) to supplement formal classroom work for the achievement of a more complete education.

The Junior Youth Empowerment Programme is a contribution that the Foundation will soon be making to general national youth education and empowerment efforts. The programme is focused on pre-youth (10-15 year-olds), and puts particular emphasis on girls in all of its activities because girls become wives, mothers and the first educators and primary caregivers to future generations of children.

*Interventions in Girls' Education*

The Olinga Foundation's key area of intervention is targeted towards Girls' Education particularly for Pre-Youth aged between 10 and 15 years in selected communities within the North Tongu district of the Southern Volta Region, and the Yilo Krobo District in Eastern Region.

A thorough Needs Assessment of the communities revealed an ardent need for the support of education for pre-youth and more especially for girls. The findings revealed the main areas of concern as:

- Lack of recreational facilities for the Pre-Youth thereby limiting their ability to become creative adults.
- Pupils' lack of enough reading books.
- A severe lack of moral values towards themselves, parents and elderly people in the community, which is seen as an indicator for promiscuous acts by the youth.
- Low literacy levels were recorded during assessments conducted in the communities.
- Community initiatives, though available, still need their efforts to be augmented.
- A negative attitude towards girls' educational development.
- Widespread poverty due to a severe lack of acquisition of vocational skills to diversify their livelihood resources.

Stemming from these findings, the Olinga Foundation began development of a programme for junior youth with particular emphasis on girls in the North Tongu District. A process of participatory planning with key stakeholders (i.e. Teachers, Chiefs, elders, youth groups and women leaders) in a cluster of six communities.

***Programme Outline***

The initial community meeting with the Chiefs, Elders, Unit Committee members, SMC/PTA and all the stake holders directly involved with the Pre-Youth programme in each of the communities investigated have actually laid bare the reality of the circumstances of the Pre-Youth and the responsibilities of the respective communities towards the Pre-Youth.

These and many other issues have emanated from the consultations between the Olinga Foundation and the various communities. The lines of action along which the Foundation's intended interventions are to be implemented are following:

- Community entry to introduce the programme and as well, making the initial arrangements for a smooth take-off.
- Periodic Capacity Building initiatives targeted towards training of trainers to serve as community facilitators of the programmes.
- Formation of Learning Clubs for Junior Youth in Rural Ghana. (Reproductive Health, Literacy and Moral Leadership training).
- Vocational skills training for Junior Youth.
- Linkages of the communities to resources available at the district and regional offices and from other sources for help.
- Advocacy and training programme on Moral Leadership.

***Programme Objectives***

The main objectives of the Junior Youth Programme are:

- To empower pre-youth to become better equipped – morally, spiritually and psychologically.
- To equip them with information regarding career options and the directions to each option.
- To equip them with some vocational skills on which to fall back in the event of failure to reach particular (desired) career targets.

***Programme Strategy***

The Olinga Foundation plans to train a team of community facilitators across the six cluster of communities to act as tutors, and mentors for the youth programme. These community facilitators will be responsible for organising youth into clubs and launching different campaigns from time to time. Details of other strategy areas include:

*Content*

Subject areas to which the Olinga Foundation will lend support through the Junior Youth Programme include:

- Literacy (English reading and writing skills)
- Self-esteem building
- Reproductive Health (sex education, HIV/AIDS education, etc.)
- Moral education
- Vocational training

*Methodology*

The Junior Youth Programme has a number of interpersonal and instructional procedures for use in communicating the empowerment message and materials to its target groups. Training local facilitators in the following:

- Face-to-face discussion (e.g. group discussion)
- Role plays
- Demonstrations/Instruction
- Simulation/Gaming
- Story telling
- Drama

*Learning Materials*

The Programme also has a collection of physical learning materials for use in transmitting its message. These include:

- Posters and Pictures
- Illustrated Story Books
- Games and Sports Materials and Equipment
- Video Tapes
- Resource Persons
- Sara Communication Initiative

*Reinforcements*

The Olinga Foundation plans to maximise the possibility that learning will occur within the target groups of the Junior Youth Programme. It will offer of various forms of incentives to communities and club members of its youth groups to encourage them to commit themselves to programme activities. Examples of these incentives and rewards are:

- Certificates
- Selection to participate in excursions to important, interesting and useful sites.
- Training
- Mobile Libraries
- Learning Equipment

***Contact Information***

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## Strategies for Advancing Girls' Education, Academy for Educational Development

*Introduction*

Founded in 1961, the Academy for Educational Development (AED) is an independent, non-profit organisation committed to solving critical social problems in the U.S. and throughout the world through education, social marketing, research, training, policy analysis and innovative program design and management. Major areas of focus include health, education, youth development, and the environment.

*Interventions in Girls' Education*

The USAID-funded Strategies for Advancing Girls' Education (SAGE) project is funded by the Office of Women in Development (EGAT/WID) and provides technical and training assistance in girls' primary education to USAID Missions. SAGE builds on a decade of donor-funded projects and information campaigns that created an awareness of the importance of educating girls and the issues surrounding their schooling. SAGE seeks to move from dialogue on girls' education to the implementation of locally-derived solutions that engage the support of all sectors in society. SAGE currently has country programs in five countries: Guinea, Mali, Ghana, El Salvador, and the Democratic Republic of Congo.

SAGE strengthens local ownership of girls' education by engaging traditional and non-traditional actors, such as the public and private sectors, central and decentralised government units, religious and business leaders, the media, and non-governmental organisations in identifying problems and developing solutions. Through capacity building, SAGE works closely with these different sectors of society to help implement local solutions with local resources in support of girls' education.

*Goals and Objectives of Project*

- Strengthening public and private sector institutions to promote girls' education
- Improving the knowledge-base on girls' education in order to inform and better implement supporting policies, strategies and programs
- Mobilising leadership to promote girls' education
- Broadening and supporting local community participation

SAGE Ghana project activities are at three intervention levels: system, school and community. To have an impact on the lives of the girl-children in Ghana, an impact that is replicable and sustainable, the project must address girls' education issues at each level, the national, regional, and district. The communities need to be mobilised to be more proactive and supportive of girls' schooling, including leaders of all sectors in the community level; and the school and classroom need to become more equitable and girl friendly.

*System Interventions*

- Facilitating preparation of Girls' Education National Vision and Strategy.
- GEU capacity strengthening in planning, co-ordination, and monitoring.
- Facilitating the production of Regional/District Girls' Education Officers' Handbook.

- Training of Regional and District Girls' Education officers, Circuit Supervisors, STME regional and district officers based on the handbook.

*School Interventions*

- Revision of QUIPS/ILP six instructional manuals and a manual for instructional leadership to make them more girl-friendly.

*Community Interventions*

- Increasing the number of women on SMC's and PTA's
- Adapting the QUIPS/CSA tool on Community/Family/School Partnerships to make it Gender Sensitive and Girl-Friendly and training the 35 SMCs/PTAs on that tool.
- Adapting QUIPS/CSA radio programmes to ensure gender sensitivity.

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## United Nations Children's Fund, Promotion of Girls' Education

*Introduction*

Gender issues in Education have become very topical in recent years because of perceived and real cases of marginalisation of girls at all levels of the educational strata. Available statistics indicate that rates of girls' enrolment, completion and achievement lag far behind those of boys in formal education. Reasons for this situation are numerous and well known. These include poverty, parental low perception of girls' education, low esteem of girls and social/ traditional biases against girls.

It is to address these problems that the United Nations Children's Fund (UNICEF) has placed Girls' Education high on her list of priority areas. We wish to emphasise that placing Girls' Education high on the list of priority areas does not mean that UNICEF has in any way de-prioritised boys' education. After all, to quote the popular parlance, "A Girl friendly school = A Boy friendly school = A Child friendly school".

Over the past six years, UNICEF, in a joint partnership with CIDA has supported the promotion of girls' education in Ghana. From June this year, NORAD (the Norwegian International Development Agency) has also started collaborating with UNICEF to champion the cause of girls' education in the country. With this in mind, any reference to UNICEF as a sponsor of girls' education will be a reference to CIDA and NORAD as well.

*Interventions in Girls' Education*

UNICEF and her collaborating partners support for girls' education occurs at the national, district, community and school levels.

*National level support*

Organisations and Divisions/Units of the Ghana Education Service which receive assistance for mainstreaming girls' education activities include the Girls' Education Unit (GEU), Forum for African Women Educationalists (FAWE) and Curriculum Research and Development Division (CRDD). Specific activities supported by UNICEF for these Organisations and Divisions/Units include:

- Capacity building in gender related activities, logistical support, advocacy, orientation for top MOE/GES Staff, policy-related/action research, gender workshops and seminars (GEU).
- Advocacy/policy-related research, logistical support, library on wheels project, Documentation, gender workshops and seminars (FAWE).
- Syllabus and book review, Action Research (CRDD).

*District level support*

District level support is given through the GES and NGOs. Areas of UNICEF's support include the following:

*Capacity Building*

To contribute towards strengthening the GES' capacity for co-ordination, planning, management and supervision Community Mobilisation through:

- Training (GES Officials/Girls' Education team)

- Logistical support
- Supporting District Assemblies Scholarship Scheme for girls

*School Management*

To contribute to the effective oversight and management of schools through:

- Staff development in supervision, management and gender sensitivity
- Training of DEOC
- PTA/SMC development
- Development of school-community linkages
- Information sharing/networking workshops
- Gender related activities (such as reading activities for girls in Tatale in Zabzugu-Tatale District which was organised by the DGEO)

*Advocacy*

To promote/sustain awareness about the importance of girls' education in selected districts. This will be done through:

- District fora to discuss educational issues
- Fora at Circuit levels
- Dissemination workshops

***Community level support***

Community level support is given through the GES and NGOs. Areas of UNICEF's support include the following:

*School-Community Linkages*

Increase target communities' interest in children's (esp. girls') education and strengthen school-community linkages through:

- Community-level Participatory Learning and Action (PLA) activities and sensitisation
- Organisation of joint community-school functions
- Promotion of school lunch programmes
- Drive for communities to provide accommodation for teachers/support their schools
- Promotion of school lunch programmes
- Role model visits
- Sensitisation on Sarah Communication Initiative
- Strengthening SMCs/PTAs

***School level support***

*Improving Quality*

To improve the quality of teaching and learning in selected target schools through:

- Staff development (including orientation for teachers on gender issues)
- Provision of basic teaching and learning materials
- Supply of Sports/play equipment
- Provision of Furniture
- Inter-school competitions (academic/sports)
- Activities aimed specifically at increasing girls' participation, including visits by role models reading club in Zabzugu
- School Health promotion/provision of basic WATSAN facilities and equipment
- Provision of Bicycles for girls who commute to school
- Role model visits

*Incentives for Teachers*

To encourage teachers to improve on their performance in the classroom and in their communities.

- Organisation of "Best Teacher Awards" Competition
- Prizes for deserving teachers
- Incentives to female teachers e.g. solar lanterns to teachers

***Recommendations***

- There is the need to incorporate HIV/AIDS education into Girls' Education initiatives.
- Parents should be encouraged to enrol their children in ECD programmes. Research evidence indicates that children who benefit from ECD programmes seldom drop out of school later. Consequently, it is hoped that girls who go through such programmes may stay to complete their education. Secondly, putting children in ECD programmes will release their older girl-siblings for formal education.
- Educate parents and girls through the "Sara Communication Initiative".
- Introduce income generating activities into programmes will enable parents take care of their children in school.
- School Mapping must be conducted to assess resources (human and material) to ensure that they are used more efficiently (through effective planning).
- The role model concept has been known to be one of the most effective ways of getting both parents and their children (especially girls) interested in education. So far, University students have not been used extensively. Effort should be made to rope students who are found suitable into any programme drawn up for the promotion of girls' education.
- Effort must be made to make Schools child-friendly where the environment is safe, children feel comfortable and protected and where children teaching and learning are pursued vigorously.

***Conclusion***

UNICEF believes every effort must be made to improve teaching and learning in all schools. This is a challenge for all stakeholders. It is only when parents see positive results of their investment in their children's education that they will be motivated to put all their children in school.

***Contact Information***

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## World Food Programme, Assistance for Girls' Education in the 3 Northern Savannah Regions

### *Introduction*

The Assistance for Girls Education in the Three (3) Northern Savannah Regions project was initiated by the Ministry of Education in 1996 when the Ministry requested for assistance from the donor community/development partners in support of the Government's effort in promoting the fCUBE Programme.

A draft proposal was submitted to World Food Programme (WFP) in 1997 requesting for assistance. WFP responded to this request with this package to encourage the participation of girls in basic education in the three northern savannah regions namely: Northern, Upper East and Upper West. After a series of appraisal missions, the project was approved in 1998 for five years. The project thus took off in fifteen beneficiary districts in the three northern regions in February 1999 i.e. during the second term of the 1998/99 academic year.

This programme or package is the WFP's response towards the Government of Ghana's request for assistance in implementing the fCUBE Programme by the year 2005.

### *Overview*

The Northern savannah area has the lowest enrolment ratios for basic education in Ghana with girls being the major contributory factor to the low enrolment in schools. The gender parity for primary schools in the three northern regions was 0.57 as against the national figure of 0.81 in 1986. This has improved steadily to 0.72. as against the national average of 0.87 in 1996. There are however, differences in gender parity in the three regions. Whilst the parity for Upper West is 0.81 comparing favourably with the national figure, the northern region had a low figure of 0.6 in 1996.

The junior secondary school figures are even lower. It was 0.51 as against 0.62 nationally in 1986 and has improved to 0.58 in 1996 as against 0.78 nationally. Again the northern region had a parity of 0.44 in 1996 in the JSS.

Factors impeding the participation of girls in schools include; the inability of parents to pay for the education of all children leading to the preference for boys education which is perceived to have better returns, the increased labour value of girls, economic value (bride price for ages 13 and above).

### *Interventions in Girls' Education*

The direct beneficiaries of this project are the girls and their families. The mothers of the girls collect the food rations on behalf of their girls who have to make at least 85% attendance in school each month. The food supplement is a dry, take-home ration of 8 kilograms maize and 2 litres oil which act/serve as an incentive for them to enrol girls in primary and JSS and retain them.

The activity is expected to empower parents by helping them build viable institutional mechanisms at the community level (e.g. SMC) and Income Generating Activities. In so doing, parents will be motivated and will be capable of continuing to send and fund their daughters to (primary and JSS) basic school education and retain them in school.

The immediate objectives of the project are:

- To increase girls' enrolment and retention in primary and junior secondary schools in the project regions through the provision of take-home rations as an incentive to girls families.

- Improve girl's academic performance through regular attendance to school by reducing short-term hunger.
- Contribute to reducing disparities in enrolment and drop out rates between boys and girls.

The project targets only the girl child and is principally to bridge the gap between boys and girls in school. Another activity is the continuous sensitisation of mothers to enhancing their acceptance of girl child education. The Community in general is involved in the project to get the participation of everybody in the community. The SMC are involved in the distribution of ration and education of parents.

***Evaluation and Monitoring Strategies***

The WFP plans a mid-term evaluation of her projects. Under the old CP, an Evaluation Mission carried out a mid-term evaluation, where various strengths and weaknesses were identified for the right direction and proper focussing.

At the GOG level the Ghana Education Service monitors the programme at three different levels. At the national or headquarters level, the Project Co-ordinator and staff monitors the project through field visits to project communities and schools, through reports sent by other Project Staff in the regions and districts. At the regional level, the Regional Director of Education oversees the smooth implementation of the project; this is done with a Regional Girls' Education Officer who also monitors the beneficiary districts in their region and submits termly reports to the Project Co-ordinator.

At the District level, the District Directors of Education oversee the smooth implementation of the programme. This is done with District Girls Education Officers in each beneficiary district. Additionally, the School Management Committees, Head-teachers, Teachers, PTA, District Assemblies are all to see to smooth project implementation. The DGEO's compile data monthly and submit quarterly (termly) reports to the Regional Girls Education Officer for compilation to the Project Co-ordinator. These reports are forwarded to WFP, quarterly and annually.

***Challenges***

- Inadequate staffing in Schools
- Inadequate infrastructure, furniture, teaching & Learning Materials in some schools
- Take home rations for boys not available
- Lack of teacher motivation

***Solutions***

Partnership with other Donor Agencies/Development partners for the provision of the needed assistance, e.g. ActionAid and their REV programme can support the problem of inadequate staffing in schools. MOE/GES plans giving incentives to teachers whom accept postings to the rural areas.

***Lessons Learned***

Girls' participation in school cannot be left to chance; it deals with attitudinal change on the part of parents. Community participation where mothers receive the rations on behalf of their daughters has raised community awareness and has increased the societal value for girls' education. There is still room for improvement.

***Sustainability***

Poverty has been seen as an underlying cause of the girls' inability to attend school, coupled with (discrimination) society's preference for boys education; therefore mothers are being encouraged to form groups that will link them up to income generation in order to be economically empowered to fund their girl-child education at all times.

***Future Orientation/Next Steps***

The objective of WFP is to continue to increase enrolment and retention of girls, improve attendance and reduce drop out rates of girls in primary and junior secondary schools in the northern areas. Emphasis will be placed on assistance to girls in JSS, to the extent possible within WFP overall policy on educational projects.

***Contact Information***

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## World University Service of Canada, Ghana-Canada Girls' Education Project

*Introduction*

The goal of the Ghana-Canada Girls' Education Project (GCEP) is to promote gender equity in education service delivery and increase participation of girls in the Ghanaian Basic Education Service.

*Expected Results*

- Improved capacity of GES to promote and monitor girls' education and to identify and develop plans for reducing barriers to girls' education;
- GES endorses new gender sensitised curricula and teaching materials and is employing these materials throughout the Ghanaian basic education and teacher training system;
- Increased recognition and promotion of the link between sustainable development and gender equity at district and community levels; and
- Improved enrolment and retention of girls at the basic education level in selected schools.

*Interventions in Girls' Education*

*Activities*

- Provision of technical assistance supporting strategies towards gender equity with GEU, CRDD, and selected District GES Offices leading to the development of resources.
- Gender and Development (GAD) sensitisation training at district level.
- Gender and Education (GAE) training for GES personnel.
- Teacher training for improved morale.
- PTA/SMC Enhancements for community management and mobilisation using PLA/PRA.
- School improvement in infrastructure support.
- Micro-finance (for community women groups) to offset education costs.
- Health promotion activities as they relate to education achievement.

*Monitoring and Evaluation*

Quantitative Data collected from schools and District GES offices indicate that there are inaccurate school statistics (incomplete, inconsistent, and incorrect). WUSC works with Head Teachers and Circuit Supervisors (CS) on maintenance of accurate school level data through:

- Semi-structured interviews
- School statistics are conducted with the CSs
- School registers are reviewed
- Data is distributed back to the schools

It is important to return analysed data back to those who supplied the information. School statistics were graphed and presented back to teachers, CSs, and PTA/SMC on enrolment rates providing an opportunity to set new goals.

*Retention*

Initial enrolment data in GCEP communities indicates significant growth in the numbers of both boys and girls attending school since the project began. However, growth in retention remains problematic. WUSC initiated the QEI to assist teachers with growing enrolment. QEI examines teacher morale and motivations, works with teachers on multi-grade, multi-level teaching, classroom management and good teaching practices to improve attendance and retention issues.

*Offsetting the Cost of Education*

WUSC recognizes that GCEP IGA groups have had varying levels of success in offsetting direct and indirect costs of education. Groups need (monthly) monitoring and regular skills training. Sustainability of revolving loan schemes involves a long-term committed effort. (Estimated period of 8 years). There is limited availability of local partners in many northern regions with the capacity to administer a loan scheme for rural women.

*Infrastructure Improvements*

The school related infrastructure needs in the GCEP communities are so basic that the infrastructure projects could not be specifically geared to creating a girl-friendly environment. WUSC strategies include infrastructure projects that improve the teaching and learning environment making it more child-friendly and therefore more girl-friendly; work with PTAs to secure funds from outside the project; and seeking funds from other sources.

*Health Promotion*

Health promotion activities have not been a priority of the project. Those activities that have taken place are dependent on the co-operation of the District Department of Health. Health providers do participate in activities on an ad-hoc basis. Health activities must be co-ordinated with PTAs and school health committees with their district health providers. A good example are the Peer trainers for HIV/AIDS are selected and trained by the Red Cross. School Health Committees, with youth participation, is effective for information dissemination. Partnership with district health providers or local NGOs is essential in addressing the health issues raised by the communities.

*PTA Enhancement*

The Design of the GCEP (numerous initiative areas, number of years in each district, number of communities and location) limits the level of support for each activity area (GAD, GAE, Infrastructure, IGA, Health Promotion, PTA Enhancement). WUSC recognises that efforts of community members and their PTAs are important. Capacity building of PTAs to undertake activities and mobilise communities should be encouraged.

*GES Capacity Building*

The LFA submitted in August 2000 made a link between the work of the GEU and policy development. However, the GEU reports to the Director General of the GES who in return forwards policy recommendations to MOE. WUSC revised the LFA to illustrate the link between the activities of the GEU to implementation activities of the GES.

*Gender Sensitised Curricula*

CRDD deadline of June 1997 to revise the primary and JSS syllabi was delayed, rendering the writing of the new textbooks and exams impossible by the World Bank funding deadline of June 2001. CRDD comments that gender analysis is integrated into the work of the division and the development of new textbooks will be gender equitable.

The TED Syllabus Review Committee (in July 1999) integrated gender into the Education Studies Syllabus. During a monitoring exercise, it was discovered that the Educational Studies Syllabus currently being trial tested did not include gender related objectives which means that tutors and students are not compelled to address gender issues as they are non-examinable. The Gender and Education Source Book (GESB) has had limited use as a result of the TED oversight to ensure the gender objectives were in the syllabus. Efforts by TED are being made to ensure that the gender objectives are integrated into the Education Studies Syllabus before the final edition of the syllabus is distributed to the tutors.

*Plans for Replicability and Sustainability*

Since September of 1997, the GES has worked with GCEP technical advisors at the national level (GEU and CRDD) and in each of the target district education offices. The main goal of the technical advisor was to build the capacity of individuals within GES offices. GES officials have been working along side the GCEP Team on analysis and monitoring of gender equity in Ghana's education system. At the community level, GES officials are using participatory methods to promote PTA enhancement, monitoring and support of teachers, data collection and analysis, planning, and advocacy. There is a cadre of GES officials at both the district and national level that has the knowledge and skills to continue GCEP activities. The issue of available resources to continue activities is a concern for our GES partners. Technical Assistance will be disengaging from all GCEP districts by July 2002.

*Next Steps*

Attempts to document experiences and methodology will be a focus in the upcoming six months. GCEP, on request from district partners, is exploring the development of training aids for community facilitators. This may include the amalgamation of experiences and production of PLA/PRA training manuals for community mobilisation for district GES partners. GCEP will be assisting GEU, in conjunction with SAGE, the development of R/DGEO manual.

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# 1. Keynote Address, The Honourable Christine Churcher[1]

Mr. Chairperson, the Acting Director-General, Directors, Our Development Partners, Distinguish Invited Guests, Members of the Fourth Estate (the Media),

Ladies and Gentlemen, "The key to all the locks that are keeping girls out of school—from poverty through inequality to conflict, lies in basic education for all."

"It is often said that education empowers girls by building their confidence and enabling them to make informed decisions about their lives."

"It is about escaping the trap of child labor, or the perils of going into the labor of childbirth while still a child yourself; about managing pregnancies so they do not threaten your health, your livelihood or even your life; about ensuring that your children, in their turn, are guaranteed their right to education."

"It is about inculcating the right values and arming them against the dreadful disease, HIV/AIDS."

"It is about being able to earn an income when women before you earned none or less; about protecting yourself against violence and enjoying rights which women before you never knew they had; about taking part in economic and political decision-making; finally it is about educating your children to do the same, and their children after them. It is about ending a spiral of poverty and impotence, which previously seemed to have no end."

These quotations from the Secretary-General, Mr. Kofi Annan's address delivered in Dakar, Senegal, on 26th April, 2000, during the World Education Forum which had as its theme: "Building a Partnership for Girls' Education" act as a backdrop to our symposium here today where we will examine how we can increase the momentum to achieve the target set in the fCUBE programme.

This two-day symposium is historic because:

- It is my first meeting with all of you who are involved in one way or the other with the education of our children, in particular, the girl-child.
- It will enable us to network and collaborate more formally than we did before.
- It will bring to the fore the needs identified by my Ministry and GEU.
- It will enable us to make informed choices as to which of the remedies to apply, when to apply, where to apply and how to apply them to cure our still 'ailing' girl-child so that she grows up into a healthy woman of today and the future.
- It will point us to the way toward during the next four years and beyond.

Mr. Chairman, Statistics available reveal that:

- In 1997/98, there were 927,990 (45.5%) girls as compared to 1,059,819 (54.5%) boys in Primary School.
- In the same year there were 308,538 (44.0%) girls and 391,979 (56%) boys in JSS.

[1] *Minister of State for Primary, Secondary and Girl child Education*

In 1999/2000, these figures rose slightly to 991,587 (46.9%) and 1,123,394 (53.1%) for girls and boys respectively in Primary Schools.

The figures for Junior Secondary Schools in the same year were 330,765 (44.9%) girls and 405,486 boys (55.1%). (EMIS, MOE)

Mr. Chairman, an increase of 1.4% girls' enrolment in the Primary School and 0.9% in Junior Secondary School over a period of three years is

significant given the multi-faceted challenges facing the education of the girl-child in Ghana. However, we still have a long way to go since the task ahead requires great attitudinal changes and sacrifices.

The target of increasing the enrolment of girls to equal that of boys in Basic education is yet to be met even though the fCUBE programme is about mid- way. Much indeed needs to be done.

Mr. Chairperson, I wish to acknowledge the interest and commitment of our Development Partners, NGOs and CBOs that are promoting girls' education in diverse ways. Our collective input underpins the results so far depicted by the statistics I have just recounted.

It is very important for Ghana as a nation to know where we are now, where we are going and how to get there. A symposium of this nature is definitely an event whose time has come. It will surely enable the Government, the Ministry of Education, the Girls' Education Unit, Development Partners (both present and absent), NGOs, CBOs and all stakeholders to appreciate the enormous task ahead.

My government has invested and will continue to invest increasing resources and energies into advancing girls' education, with interventions implemented at the national, regional, district and community levels. My recent appointment as the Minister of State specially responsible for girls' education reinforces my Government's commitment to continuing this critical component of the on-going educational reforms.

Having reviewed the girls-education scene this far, I come out with the following critical questions:

- How can we work harder and together to remove the constraints that prevent mothers/ guardians from sending their daughters/wards to school?
- How can we collaborate to provide sound, secure and safe environment at home and at school to enable girls to exploit the opportunities for education they are presented with?
- How can we learn from each other, ways to involve the community and family in quality, non-formal learning approaches for girls who are prevented from attending school in a formal setting, and build bridges to allow them to continue in the formal system?
- How can we ensure that once girls are in school, the school 'will prepare them for life, by developing relevant curricula and materials' that emphasize the life skills that they need in the not too distant future as well as academic work?

Mr. Chairman, my Ministry and the GEU have identified further areas of felt need, as follows:

***Capacity building for MOE/GES staff inclusive of areas such as:***

- Advocacy
- Creating a statistical database

- Monitoring and evaluation
- Networking with the appropriate Ministries, Departments, Agencies, Development partners, NGOs and CBOs.

***Capacity building for Regional/District Girls' Education Teams and Facilitators inclusive of the following:***

- Community and Parental mobilization and involvement in school
- Guidance and Counselling Skills to cater for the needs of girls and female teachers in rural deprived areas
- Project Planning and Implementation

***For the girls there is the need to:***

- Create a hunger in them for education
- Train and recruit more female teachers to act as role models/mentors
- Provide schools nearer home
- Provide scholarship for needy girls/ Lowering the cost of education
- Develop Support System(s) for dropout and pregnant girls who want to return to school
- Educate them about the dangers of HIV/AIDS
- Offer them Post-JSS Technical/Mechanical/Vocational training.

***For teachers and head teachers, there is the need to develop capacity in various girl-friendly skills:***

- Adopting classroom management and develop a school-friendly atmosphere.
- There is also the need to motivate them through Consumer Credit Schemes

***For parents and guardians, some identified needs are:***

- Developing income generating activities
- Developing appropriate and indigenous labour-saving devices
- Provision of water and other sanitary facilities
- Functional literacy

***There are these other areas of identified needs to be addressed:***

- The involvement of the Media as an ally for girls' education
- Effective information and communication packages
- Early Childhood education and readiness of the girl-child for school
- Making civil society an ally of girls' educationThe co -option of private companies/ financial institutions as allies, etc.

Mr. Chairman, I have tried to summarise a menu list, so expansive that all interested bodies have a wide choice. However, those choices would have to be co-ordinated and focused.

We must all remember that we are not here to compete, prove ourselves or claim the Golden Fleece for being the best in the field. We are here to find out about those practices and activities that work best for the girl-child where ever we may find her.

Ladies and Gentlemen, our task is very clear—we are to ensure that once we move the

girl-child from the community into the classroom, she will remain there until she comes out as self-motivated, self-reliant achiever contributing her quota to her family's economic and other needs and our nation's development.

Ladies and Gentlemen, please do not be misled. Deprived areas exist in every corner of Ghana. A Ghanaian girl who did not choose to be born there is crying, reaching out for immediate assistance and sustenance. Are we going to tell her, "Sorry, we are not ready to work in your area, yet?"

Mr. Chairman, my Ministry intends to make the Girls' Education Unit an effective and efficient focal point of all girls' education programmes. We will be directing all stakeholders to where our challenges are and where interventions are urgently needed.

It is our collective responsibility to ensure that the multi-faceted nature of the girls' education programme is holistic, co-ordinated and focused so that we successfully develop this other half of our human capital. I trust that I can still count on you. Thank you.

# 2. Girls' Education Unit Overview, Mrs. Ewura-Abena Ahwoi[1]

## Approaches for Advancing Girls' Education in Ghana

*No development strategy is better than one that involves women as central players. It has immediate benefits for nutrition, health, savings and reinvestment at the family, community and, ultimately, country level. In other words, educating girls is a social development policy that works. It is a long-term investment that yields an exceptionally high return.*

*—Kofi Annan, U.N. Secretary General, "Building a Partnership for Girls' Education," World Education Forum, Dakar, Senegal, 26th April, 2001)*

Welcome to the AAGE Symposium. Your presence here today is very important to the future of girls' education in Ghana. Over the next two days you will be part of a collaborative process which will attempt to:

- elaborate an overview of the current situation in Girls' education
- identify the most promising avenues to pursue
- create new approaches to getting girls into school, keeping them there and ensuring that all Ghana's children—girls and boys—have access to the quality education that is their right.

Part 1 of the symposium will focus on accounts of programmes and projects around the country that are, in one way or another, addressing various aspects of educating girls.

To help you keep track of the presentations a 'workbook' has been provided. Since you will, in the near future, be receiving a comprehensive report on all the programmes being presented, you really don't need to take extensive notes. However as a preparation for Tuesday's work session it will be important to keep track of your thoughts, reactions, questions, etc., about each of the presentations. It is hoped that the work area which follows will facilitate that process.

Part 2 will ask participants to analyse the information presented in Part 1 with a view to determining the best directions to follow as we move forward. Groups will be asked to focus on themes which emerge from the presentations, to discuss the advantages (pluses), disadvantages (minuses) and interesting areas to consider as different approaches are considered and to make concrete and specific recommendations for the future. It is anticipated that this session will generate lively debate, as there no doubt are important advantages to all the different ways of approaching the challenge of educating Ghana's girls, and indeed all her children.

You will notice a large map of Ghana. We hope that by the end of the symposium it will have become a map of Girls' Education projects and programmes around the country. Next to the map is a numbered list of participating organisations and a supply of stickers. Please check the number for your organisation; then identify where in the country you are working by putting appropriately numbered stickers where you have projects.

[1] *Head of the GEU*

Two important follow-up activities are already planned. As mentioned, a document detailing the work of the symposium and describing in detail current programmes and projects is to be prepared and distributed to all participants and major stakeholders. This will allow individuals and organisations to collaborate, share lessons learnt and address common challenges.

In addition, the thinking emerging from the symposium deliberations will guide the GEU in the development of a *National Vision and Strategic Plan for Girls' Education* which will provide all partners with a cohesive framework within which to operate. As more and more individuals and organisations become actively involved in addressing this important issue, the *National Vision and Strategic Plan* will help everyone to situate their own work within the overall structure. This will help avoid needless 're-inventing the wheel' and increasing the likelihood that new projects and programmes can take advantage of what has already been learned and so move a step forward.

Thank you for being part of this important event. The Girls' Education Unit of GES is committed to creating a network of girls' education activities, but this can only be accomplished with your support and collaboration. It is our sincere hope that today is the first step towards all of us working together to reach our common goal.

# 3. Sara Communications Initiative & Stepping Stones

## The Sara Communication Initiative

*"We can only afford to keep one child in school and of course that will be your brother!"*

For many girls in Africa this is the chilling death knell to a dream of education, and of every thing they ever aspired to. "It's the nature of things" is the damning excuse for this most obvious discrimination against girls.

This and other issues affecting girls is the focus of the exciting multi-media Sara Communication Initiative developed by UNICEF and currently being adapted for use in Ghana.

Sara, the charismatic heroine of the series, is an adolescent girl living in Africa. Like many girls her age, Sara faces nearly insurmountable socio-cultural as well as economic obstacles in her desire to reach her goals in life. But her desire to improve herself and her community, her quest for alternative solution to problems, will be an inspiration to anyone who encounters her.

Sara has valuable support in her relationship with her friends, Amina and Juma, two peers who join her adventures and struggles. Zingo, her pet monkey, acts as her 'alter ego'. Zingo's antics are humorous expressions of Sara's inner feelings; feelings she could not express and still remain respectful to her elders. She often confides in a little lizard when she is most sad.

The stories about Sara are full of fun and adventure that appeal to a cross-section of society. But at the bottom of it all lie serious real-life issues affecting girls and boys in Africa. They offer insight into the intricate web of factors that ensure the girl does not have a chance to improve her status in life. At the same time, they show how girls and their families can transform their lives from what is, to what it should be.

UNICEF, its publishing partner, Maskew Miller Longman, and UNICEF's counterparts in governmental and non-governmental organisations in Africa have come together to address the extreme discrimination that exists against girls and to highlight their needs. Sara's ability to negotiate and persuade, and her determination never to give up, even in desperate situations, makes her a dynamic role model for girls. She is a model who inspires self-esteem and from whom they can learn critical life skills essential for empowerment. Sara is a wonderful advocate for the reduction of existing disparities in the treatment of girls.

She represents a new approach to communicating issues pertinent to girls. Rather than being represented as a victim, steeped in self-pity and in dire need of sympathy, she emphasises girls' potential while exposing the problems that hinder their development. Through a multi-media package that includes animated films, a radio series and audio tapes, comic books, posters, manuals and readers, the Sara stories communicate specific messages on education, health, and development with gender equity, and other issues relevant to the survival, protection and development of children throughout Sub-Saharan Africa. The AIDS pandemic which is a particular threat to the adolescent girl, is one of the

major themes of the SCI; a special AIDS-pack is being produced to facilitate the many communication projects dealing with the pandemic throughout Africa

***Initial Episodes***

In *The Special Gift* Sara is told she can no longer continue her education. Her uncle doesn't believe in education for girls and would rather support her younger brother to stay in school when there is a shortage of money. Determined not to let her dream of higher education fade into oblivion, Sara discovers a model for a fuel-saving stove from a book and builds one with the help of her friends, Amina and Juma. Her uncle is delighted with the innovation, seeing the chance to boost his popularity and further his political ambitions in the community which is facing a firewood crisis. He quickly informs the chief and the villagers about 'his' solution to the problem. He wins instant stardom and is on his way to becoming a councilor.Challenged to explain how he made the stove he mutters that it was so easy even a small girl was able to make it and calls Sara to explain. He is later unmasked as a fraud in an ironic turn of events.

In *Sara Saves Her Friend* Sara's friend is despondent over her future. She is tricked into drinking beer and is lured into going to the city by lorry drivers. She is in great danger of being abused and of contracting a STD, even AIDS. Sara discovers this in time and launches a rescue mission. With the help of her friends and Zingo, they manage to outwit the lorry drivers just in time to save Amina from being assaulted.

Other episodes on various issues of relevance to the girl-child in Africa include: *Daughter of a Lioness* (female genital mutilation), *The Trap* (sexual exploitation and sugar daddies), *Choices* (teenage pregnancy and peer pressure), *Who's the Thief?* (child labour) and *The Empty Compound* (HIV/AIDS).

***Sara Materials***

The SCI is a multi-media project with animated film as its flagship. Animated film has elements of both reality and fantasy and when this is blended with serious messages the result is a unique fusion of fun and adventure, the recipe for irresistible entertainment for all. Sara leaves a lasting impression due to this unique combination, thereby increasing awareness of the needs of the African girl.

In collaboration with BBC the project has produced a 13-part radio series for broadcast in a variety of languages including English and Hausa. Versioning and broadcasting in other national languages will follow.

Other elements of the communication package include comic books, posters, readers, facilitators' guide and other promotional material. The material will be distributed through formal and non-formal channels including TV and radio, mobile cinema and video vans, video clubs, schools, colleges, religious groups, non-governmental organisations and associations. An implementation plan for Ghana will be drawn up starting in September 2001. Stakeholders involved in girls' education will be called on to assist in deciding the best way to introduce Sara and her friends to Ghana.

***Sustainability***

The first phase of Sara's development has been generously supported by the Government of Norway and by committees for UNICEF in the United States, the Netherlands, Germany and the UK. Other countries and UNICEF committees are also considering contributions.

It is also envisioned that corporate and broadcast partners will join in the movement, providing assistance and expertise.

UNICEF has signed an agreement with the educational publishing company Maskew Miller Longman, for the publication and marketing of the Sara materials throughout Africa.

For more information about Sara in Ghana contact:

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## Stepping Stones (SS)[1]

***What is Stepping Stones?***

- A training package on HIV/AIDS, communication and relationship skills.
- First published in 1995, ACTIONAID.
- Setting—a community in Uganda.
- The training package consists of a manual and a video which set out a participatory approach to working with communities on issues of HIV/AIDS, gender, communications and relationship skills.
- SS offers follow-up support to its users through the SS training and adaptation project (SSTAP).
- The SS project grew out of the need to address the vulnerability of women and young people when it comes to decision making about sexual behaviour.
- SS is designed to enable people to explore a wide range of issues which affect their sexual health —including gender roles, money, alcohol use, traditional practices, attitude to sex, attitude to death and their own personality.
- As an approach targeting behavioural and attitudinal change, Stepping Stones is a participatory tool, which aims at prevention and control of STDs and HIV/AIDS.
- Evidence to date suggests that Stepping Stones has had a significant impact that goes far beyond HIV prevention. After a global survey of users in 1997, the evaluator (Dr. A. Cornwall, Institute of Development Studies, Sussex) concluded: "More than promoting safer sex alone, Stepping Stones initiates a process of wider changes concerning intimate relationships and social norms, as well as human rights and gender equity."
- Other widely reported changes have included decreased alcohol abuse; reduction in gender violence; changes in cultural practices such as wife inheritance; greater sharing of money between husbands and wives; and growing acceptance of people living with HIV and AIDS within communities.

When we relate such changes to the factors identified by UNAIDS as key drivers of the epidemic —gender inequality, lack of dialogue on sexuality, stigma and so on—we can see how Stepping Stones reaches to the heart of the problem and results in changes critical to addressing gender power relations.

[1] *Section on SS prepared by Patience R. Maengamhuru, SS Regional Coordinator—Southern Africa.*



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***Stepping Stones and Participatory Monitoring and Evaluation***

Stepping Stones (SS) is a workshop series designed to promote Sexual and Reproductive Health (SRH) by addressing questions and issues on:

- Gender issues
- HIV and AIDS
- Sexual health
- Gender violence
- Communication skills
- Relationship skills

It grew out of the need to address the vulnerability of women and young people in decision making about sexual behavior.

***Men and women explore (all ages)***

- Social issues
- Sexual issues
- Psychological needs

***Methodology***

- Role plays
- Theatre for development
- Participatory learning approaches
- Participatory reflection and action
- Peer group discussions

***Process***

- Encourages experience sharing between peer groups
- Builds ongoing support networks
- Enables groups to articulate and make public changes they would like to see

***'Stones' include***

- Images of sex
- Language of sex
- Trust
- Money
- Alcohol
- The condom
- Traditions
- Hopes and fears (young men and women)
- Saying NO/YES

***Stepping Stones is based on the following principles***

- Best strategies are those developed by communities themselves.
- Separate peer groups need own time and space to identify and explore own concerns.
- Awareness and prevention are two separate issues.

- Lecturing is different from participatory learning.
- Process of self awareness, self analysis, self worth, self respect and developing assertiveness.
- Expression of own needs leads to: awareness of others' needs, respect for others, community care.

***Positive Impacts***

- Increased condom use
- Fewer partners
- Improved relationships
- Reduced drunkenness
- Increased ability to say NO
- Will writing
- Sharing money in the home
- Less laziness
- Being able to care for the sick
- Reduction in stigmatization of people living with AIDS

***Negative Impacts***

- Centered on condom use—this can lead to promiscuity

***Monitoring***

This is a process by which one periodically or continuously assesses whether the project (or programme) proceeds according to set objectives, e.g., whether input deliveries, work schedules, production of outputs and activities are undertaken as planned. More often people have confused the meanings of monitoring and evaluation, and in some instances, the words are inter-changeably used to refer to one and the same thing.

***Evaluation***

This can be defined as an assessment of a project or programme in terms of:

- *Effectiveness:* are objectives and outputs achieved?
- *Relevance:* are the real needs and priorities addressed?
- *Efficiency:* are the resources used wisely and in the most cost-effective way?
- *Impact:* which are the long-term effects for the beneficiaries and other affected people or environment?
- *Process:* are the decision-making structures, communication flows and other institutional aspects the most appropriate?

*Monitoring and Evaluation (M&E)* are the key elements of a project cycle. It is important to think at the beginning about how and when the project will provide reports on progress, and how it will be evaluated. Monitoring results can feed into the project evaluation, so these activities can be done simultaneously.

M&E provide feedback on whether the project is still on track and whether the problems and needs are being addressed. This helps the target group and implementers to reflect on the progress achieved, on the problems encountered and on the need to take corrective measures or change the course of the project in order to manage the project

better. M&E helps the implementers to make their assistance more meaningful and improve the planning of the programme in the area.

M&E should be done frequently in order to ensure that corrective measures and remedial action can be taken if necessary. Monitoring of projects should be done by the implementers themselves and the system should be kept as simple as possible.

***Importance of monitoring***

- To promote efficiency
- To improve on management of the project/programme
- To give indicators on how the project/programme is operating

***Importance of evaluation***

- To ascertain the value or worthiness of a progamme
- To provide inputs and ideas for the future programmes (lessons from experiences)
- To give alternatives for decision-makers to consider
- To justify spending and use of resources

***The Participatory Monitoring and Evaluation process***

Participatory monitoring and evaluation (PM&E) depends very much on the understanding and training in PRA. It is easier to comprehend some PM&E after going through some principles, methods, tools, and techniques in PRA.

According to Mikkelson (1995), the following process can be adopted:

- All those involved in the programme/project need to decide jointly to use a participatory approach.
- Next, they need to decide exactly what the objectives of the evaluation are. This is often harder than what they think it will be.
- Elect a small group of evaluation coordinators to plan carefully and organize all details of the evaluation.
- Decide on the best methods of attaining the evaluation objectives bearing in mind team capabilities, resources, budget and time.
- As the above decisions are made, the written evaluation plan is formed. The plan will show: why, how, when, and where the evaluation will take place and who will be involved.
- Conduct field tests to check reliability. Training of team members will also take place.
- Use the prepared evaluation tools, e.g., questionnaire, to collect the information required for the evaluation.
- Data analysis by programme participants, especially evaluation coordinators.
- Evaluation findings are then prepared in written, oral or visual form according to the specific needs of the different stakeholders.
- Programme participants agree on how the evaluation results will be used and how such results can help to improve the performance and effectiveness of the project/programme.

***PM&E methodologies and tools***

The methodologies and tools should be done in an introductory course to PRA. However the tools are not prescriptive and people involved in the process should be innovative enough so PRA compliments our work.

***Some hints for writing PM&E report***

- Keep the report short and clear.
- Prepare it quickly as findings must be timely and still fresh.
- Organize the reporting in a logical and easy-to-follow outline and make it as understandable as possible, using subheadings.
- Make full use of charts, tables, diagrammes, and illustrations prepared during the PM&E and if possible, write the report in local language.

***PM&E with Stepping Stones***

SS uses participatory methodologies/approaches to influence a positive change in one's sexual behaviour and attitudes. It also promotes good communication and relationship skills between and among people and empowers young people and women to make their own decisions about sex. It enables both men and women to know and act on their reproductive rights.

So for effective PM&E to take place the following should be considered:

- To make people understand SRH issues
- To make people appreciate that they are capable of identifying own problems and are responsible for finding the solutions to the problems
- To make people reflect and act on their own behavior and attitudes
- To make people understand and accept that every person in the community has a role to play to eradicate/mitigate/reduce the impact of HIV and AIDS
- To make people realize and recognize their SRH rights and of others and apply them

All these need some indicators to show the impact (both positive and negative) of going through the SS sessions. The checks and balances during the process need to be recorded by both the participants and implementers from conceptualization of the programme to monitoring and evaluation. By the use of PRA tools, methods and techniques, participants are involved in giving some observed, individual and community changes after going through SS. They will also give testimonials on the impact to their lives after going through SS. They will compare their lives before and after going through SS.

## Indicators on SS for Evaluation

***1. Objective — to help the community to develop own sustainable ways of addressing HIV/AIDS***

***Indicators***

- self organized planning meetings
- self organized HIV/AIDS campaigns
- development and use of local structures in HIV/AIDS intervention/development with local accountability
- decrease in shebeens and alcohol consumption
- decrease in gender violence
- increase in awareness and participation in gender issues
- increase in assessing and developing of recreational facilities for youths leading to decrease in drug use and casual sex

- increase in accountability and accessibility and use of condoms
- the decrease in teenage pregnancies
- gender retention of the girl-child in formal education system
- decrease in wife and husband inheritance
- increase in the involvement of local leaders and business people
- greater economic sharing of resources in the home and greater sharing of decision making
- increase in viable income generating activities
- greater openness and acceptance of people living with AIDS
- increase in sharing of information about HIV and AIDS, sex, sexuality in the communities/homes

***2. Objective — to assess the impact of SS in influencing gender perceptions in the community***

***Indicators***

- percentage proportion of couples (men and women participation within the sessions) attending the SS workshops to completion
- percentage proportion of couples (men and women) attending all sessions of the SS workshop
- decrease of the level of couple conflict in the community
- proportion of males taking female roles for example, collecting firewood and baby sitting
- proportion of couples reporting decrease in alcoholism and unfaithfulness

***3. Objective — to assess indicators for M&E on SS developing communication skills***

***Indicators***

- more women involved in decision making within the communities/families
- communication with children on SRH
- people able to negotiate condom use
- use of role plays to address other community problems
- more people bringing partners for STI treatment
- reduced cases of domestic violence
- reduction in the number of school children sent back due to fees
- reduction in teenage pregnancy
- bottle stores/beer halls not being sustainable

***Methodology***

- 1. Individual testimonies
- 2. Observation
- 3. Good diaries on peer groups
- 4. Interviews

***Changes recognised in the Zimbabwe Community of Gombahari***

- less quarreling between couples
- reduction in alcohol consumption
- less wife beating
- greater mutual respect between young men and young women
- a sustained increase in condom use
- greater self esteem among young females
- an increase in WILL writing
- discussions for young men and young women to start business for themselves
- improved relationships amongst others in the community who had learnt about the workshop from participants
- openness by husbands to their wives about their resources, e.g., money, livestock
- reduction in attending night meetings, e.g., church gatherings

# 4. Districts of Girl-Child Education Symposium Programmes

**Action Aid**

Northern:
- Chereponi Sub-District
- Tamale

Upper East:
- Bawku West
- Bolgatanga

Upper West:
- Sissala
- Wa

Brong Ahafo:
- Asutifi

Greater Accra:
- Ga

**Alliance for Community Action on Girls' Education (FAWE)**

Ashanti:
- Amansie West
- Asanti Akim South
- Ahafo Ano North
- Sekyere East

Brong Ahafo
- Asutifi
- Atebubu
- Jaaman
- Tano

Central:
- Twifo Hemang (Lower Denkyira)

Eastern:
- Akwapim South
- Kwahu South
- New Juabeng

Greater Accra:
- Ga
- Dangbe West

Northern:
- West Dagomba
- East Gonja

Upper East:
- Bawku East
- Bolgatanga

Upper West:
- Wa

Volta:
- Kadjebi

Western:
- Wassa East
- Ahanta East
- Sefwi Wiawso

APDO

Eastern:
- Afram Plains (Kwahu North)

**Canadian Feed the Children**

Upper West:
- Nadowli

CENSUDI

Upper East
- Bolgatanga (area)

**CSA (Community School Alliance—QUIPS)**

Ashanti:
- Adansi East
- Atwima
- Ahafoano North
- Adansi West
- Bosumtwi-Kwanwoma
- Kumasi Metro
- Afigya-Sekyere
- Ejusu-Juaben
- Kwabere

Brong Ahafo:
- Asunafo
- Asutifi
- Berekum
- Sunyani
- Dormaa
- Jaman
- Tano

Central:
- Asin
- Abora
- Abura-Asebu-Kwamankese
- Mfantsiman
- Cape Coast

Western:
- Bibiani
- Ahanta West
- Shama-Ahanta East
- Wassa West
- Wassa Amenfi
- Nzema East
- Mporhor-Wassa East

Eastern:
- Birim South
- East Akim
- West Akim
- Akuapem North
- New Juaben
- Suhum-Kraboa-Coltar
- Asuogyaman
- Manya Krobo
- Yilo Krobo

Volta:
- Hohoe
- Kpando
- South Tongu
- Jasikan
- Kadjebi
- Krachi
- Nkwanta

Greater Accra:
- Accra Metro
- Dangme East
- Dangme West
- Ga

### CRS (Catholic Relief Services (QUIPS))

Northern:
- Bole
- Chereponi/Saboda
- East Gonja
- East Mamprusi
- Gushiegu/Karaga
- Namumba
- Savelugu/Nanton
- Tamale
- Tolon/Kumbungu
- West Gonja
- West Mamprusi
- Yendi
- Zabzugu/Tatale

Upper East:
- Bawku East
- Bawku West
- Bolgatanga
- Bongo
- Builsa
- Kassena Nankana

Upper West:
- Jirapa/Lambussie
- Lawra
- Nadawli
- Sissala
- Wa

### MURAG

Ashanti:
- Mampong
- Kumasi

Brong Ahafo:
- Sunyani
- Techiman

Central:
- Eyisan
- Bontrasi

Eastern:
- Okorase
- Odumkyere-Damang

Greater Accra:
- Nima
- Mamobi

Northern:
- Tamale

Upper East:
- Bawku (East)
- Sandeman (Builsa)

Upper West:
- Wa

Volta:
- Kpandu
- Hohoe

Western:
- Anyinasi
- Takoradi

### Olinga Foundation

Eastern:
- Yilo Krobo

Volta:
- North Tongu

Western:
- Wassa Amenfi

### UNICEF

Eastern:
- Afram Plains (Kwahu North)

Northern:

Savelugu-Nanton
Tolon-Kumbungu
Zabzugu-Tatale
Yendi

Upper East:
Builsa
Bawku East

**World Food Programme**

Northern:
Salaga
Bimbila
Gushiegu-Karaga
Gambaga
Zabzugu-Tatale
Saboba-Cheriponi

Upper East:
Bawku East
Bawku West
Bolgatanga
Bongo
Builsa
Kassena-Nankana

Upper West:
Sissala
Lawra
Nadowli

**WUSC**

National Level:
GEU
CRDD

Upper West:
Sissala

Upper East:
Kassena-Nankana
Builsa

Northern:
West Mamprusi
Yendi

**SAGE**

Central:
Assin
Mfantsiman
Ajumako
Abora Asebu

Western:
Mpohor Wassa East
Juaboso-Bia
Jomoro

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| Quarcoo, Wilford | Olinga Foundation |
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| Tengey, Wilbert | Gender Development Institute |
| Tettey-Cofie, Jemina | USAID |
| Touchette, Angele | WUSC |
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| Wahab, Alhaji S.A. | MURAG |

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